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Three Entrance Scholarships (one in Arts and two in Science) will be offered for competition in June, 1912.

Full particulars on application to the PRINCIPAL, at the College.

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MADAME

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MADAME

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For Calendar and further particulars as to Scholarships, apply to the Secretary, Miss S. M. SMEE, Westfield College, Finchley Road, N.W.

**ROYAL HOLLOWAY COLLEGE
(UNIVERSITY OF LONDON).**

Principal: Miss E. C. HIGGINS, B.A.

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1912. COMPETITION OF ESSAYISTS, R.S.P.C.A.

NOTICE TO PRINCIPALS OF LONDON SCHOOLS.

All papers relating to this year's Competition for Prizes, given by the ROYAL SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS, for the best Essays on the duty of Kindness to Animals, were issued on December 13th, 1911. The only addresses of Private and other Schools available to the Society are derived from London and Suburban Directories, covering a radius of twenty miles from Charing Cross.

In the event of no delivery of papers having been made by post, I shall be glad to send parcels on receipt of applications from Principals.

No Essay received after February 28th next.

E. G. FAIRHOLME,
Secretary.

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A first list of provisionally accepted applicants will be prepared early in the New Year, but applications will continue to be received until March 31st.

Full particulars and application forms can be obtained from the WARDEN, Goldsmiths' College, New Cross, S.E.

THE JOURNAL OF EDUCATION

Volume for 1907.—A few copies of this volume, which has been "out of print" for some time, are now on hand. These are practically "as new," and can be supplied at usual price of 7s. 6d. each, through any Bookseller.

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The Lent Term begins on Thursday, January 18.

Further information may be obtained from the SECRETARY, 15 Kensington Square, W.

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All particulars from—SECRETARY, 92 Victoria Street, S.W.

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(Founded 1911.)

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OUT OF PRINT.

THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1885 (inclusive) and also for 1885, 1889, and 1907 are out of print. Binding cases cannot be supplied for years previous to 1901. All Monthly Parts down to Dec., 1887 (incl. six), and also for June 1885, Dec. 1885, Nov., 1887, Jan., 1888, Feb., Oct., Nov., 1896, and April, 1897, are out of print.

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OCCASIONAL NOTES.

THE best bit of work that the Consultative Committee has yet done is its Report on Examinations in Secondary Schools, issued last week as a White book.

It has been three years in preparation, and is a mine of information which we intend to explore. For the present we must be content to record the conclusion at which the twenty-one members, with one dissentient, have arrived. They recommend the appointment of an Examinations Council, whose function should be to supervise all external examinations in recognized secondary schools. The Council should include representatives of the Universities, the Local Authorities, teachers in the various types of schools concerned, officials of the Board of Education, and in addition a certain number of outside experts representing the other professions and business. "Supervision" would include the co-ordination of existing examinations, if approved, the fixing of standards for a leaving certificate and for a School Testamur to be taken at sixteen. The principal object is to put an end to the present weltering variety of examinations and certificates; but the second object is hardly less important—to combine the work of Inspectors with that of external examiners. We foresee that the difficulty of constituting a fairly representative Council will be almost as great as in the case of the Registration Council; but we have good hopes that the Board of Education, under its new President, will not weakly ignore this Report, as they did the somewhat similar recommendations in 1904, but boldly persevere in spite of the protests which interested Corporations are sure to offer.

THE Head Masters of Eton, Harrow, Winchester, Charterhouse, and Rugby have made, through the *Preparatory Schools Review*, a most important announcement. In their Entrance Examinations for the future Greek will not be expected, nor will it count unless the candidate's work in Latin, French, and English is good enough to place him in the Upper Fourth at Eton or a corresponding form in the other four schools. Greek, where now taught in the lower forms, will be dropped, and in the upper forms will be taught in sets, so as to provide for pupils who join knowing some Greek and the non-Grecians. This is a momentous reform, for the lesser schools of the Head Masters' Conference may be trusted to follow the lead. Of scholarships, nothing is said in the announcement, but it was intimated at Sherborne that in awarding scholarships the same principle will be applied. We hope before long to see the further step taken of excluding Greek altogether from entrance examinations, though Mr. Fletcher denounced this as a policy of weakness. The youthful genius who can profitably learn three foreign languages before he is fifteen is so rare a phenomenon that he may be neglected, and there is still the danger that preparatory schools, whose chief asset is their scholarship record, will waste their energies on the Greek scholarship class.

THE *Oxford Magazine* records "with genuine elation and relief" the vote of Convocation rejecting the proposal of Council to excuse candidates for Honours Mathematics and Natural Science from obligatory Greek in Responsions. We may accept this as a testimony that the opinion of residents is divided, though the vote in Congregation shows that there is a preponderance in its favour. The relief offered was partial and inadequate, and many men of science like Sir W. Thiselton Dyer abstained from voting, refusing to accept "a bone thrown them by the Classicists." The *Magazine* derides the threat of a Royal Commission (which seems to us inevitable) as a scarecrow, and backs a reform set forth by Prof. Ridgeway. In lieu of Responsions he would institute a Joint Matriculation examination in Latin, Greek, Mathematics, a Modern Language, and "some kind of science," to be passed at or before the age of seventeen. We sincerely hope that the proposed Examinations Council may establish some such certificate which shall admit to all Universities, but the notion that it will include Latin and Greek and not include English of any kind is too absurd to be contemplated.

SIR ROBERT MORANT possesses in a marked degree an appetite for work and a power of gripping essentials. He knows how to control others and to make the administrative machinery efficient. Without hesitation we give him credit for the desire that the Board of Education should be an effective help in the training of the nation's children. We believe he will prove an able administrator of the Insurance Act. If hard and unremitting work constitutes a claim, then has Sir Robert earned his promotion. His position at the Board has not been a bed of roses. Rarely has a Government Department been so continuously subjected to public criticism as has been the lot of the Board since Sir Robert's appointment to the secretaryship. Such constant

criticism is not good for education. How far Sir Robert is personally responsible for this friction we need not discuss; we merely point out that the circumstances have been detrimental to the progress of education. In these columns we have opposed with some vehemence the attitude—obstructive as we deemed it—of the Secretary towards the Registration of Teachers. Wherever the blame lay, it is clear that it is the head of the Department who must face the dissatisfaction caused by the delay.

IT is possible that Sir Robert Morant may be able to produce, as his last important official act before leaving the Board, the Order establishing the Teachers' Registration Council. It is known that

Mr. Selby-Bigge. all details are settled, except the important matter of the contribution of the Treasury towards expenses. More probably it will be left for his successor to promulgate this long awaited charter. The new Secretary, Mr. Selby-Bigge, has been a Fellow and Tutor of his College, an assistant Charity Commissioner, and has served in three sections of the Board of Education. His promotion is normal. We do not approve in general the principle of bringing in an outsider to a post of importance instead of promoting from the inside. Mr. Selby-Bigge is a capable man, and we think his appointment to be a wise one. We hope the Board will now settle down to a period of quiet work undisturbed by acrid and unsympathetic criticisms. The names of many distinguished persons were mentioned in the newspapers as likely to succeed Sir Robert. The appointment of Mr. Michael Sadler would undoubtedly have been welcomed by the teaching profession; but Mr. Sadler has just settled down to his new work as Vice-Chancellor of the University of Leeds, and it is not probable that he would have consented to go to the Board. Whatever educational post he held, Mr. Sadler could hardly be reckoned as an outsider.

IN his Presidential Address to the Training College Association, Prof. Adams remarked that, old-fashioned as he might seem to the young idealist, the head teacher under whom he worked was himself in

Prof. Adams on Training. most instances trained and therefore had had his ideals. His audience doubtless accepted this as a just observation, but the secondary assistant master will have read it with a sardonic smile. Not more than a score of teachers were entered on Column B of the old Register as fully trained, and of these there are two or three at most on the roll of the two Associations of Head Masters. So far, though some have recruited their staffs with men trained in the elementary colleges, most of them have paid only lip service to training. On so trite a topic it is hard to say anything new, but Prof. Adams dealt effectively with one of the commonest objections. There is, say the critics, no theory of education; professors of the so-called science are as much at loggerheads as Free Traders and Tariff Reformers. On the contrary, Prof. Adams tells us that educational theory is so far consolidated that the whole time of training-college students might be profitably occupied on non-controversial matters. One other point in the Address deserves notice. Under the new regulations all candidates for admission to recognized training colleges will have had experience of the secondary school. The interpenetration of primary and secondary methods promises to prove an almost unmixed gain to both.

ONE of the most striking features of the great Coronation Durbar, held at Delhi in December, was the fact that the King-Emperor's declaration opened with a reference to education. The significance of this cannot be missed. The words are:—

Education in India.

Humbly and dutifully submissive to His Most Gracious Majesty's will and pleasure, the Government of India have resolved, with the approval of His Imperial Majesty's Secretary of State, to acknowledge the predominant claims of educational advancement on the resources of the Indian Empire, and have decided in recognition of a very commendable demand to set themselves to making education in India as accessible and wide as possible. With this purpose they propose to devote at once fifty lakhs to the promotion of truly popular education, and it is the firm intention of Government to add to the grant now announced further grants in future years on a generous scale.

It is gratifying to find the Government of India thus frankly submitting to criticism, and we shall watch with sympathetic interest the efforts of the administration to promote "truly popular education." Fifty lakhs of rupees (£333,333) will provide one farthing per head of the population, and we cannot expect much for the price of two sparrows. At this rate, which is not expressly guaranteed, it would take half a century to spend on education as much as will shortly be required for the transfer of the capital from Calcutta to Delhi. But one need not cavil at the amount, for a great step has been taken in making a great confession.

HARDLY less significant is the admission that indigenous scholarship has hitherto received too little encouragement. It is now ordered that "on all holders, present or to come, of the venerable titles of Mahamahopadaya and Shamsululuma shall be conferred some annual pension for the good report of the ancient learning of India." The most distinguished Sanskrit and Arabic scholars in India, for whom the present educational system has furnished practically no opening, are now acknowledged to be among the Empire's valuable assets, and Oriental learning will regain something of its old prestige in India.

Indigenous Scholarship.

MANY arguments have recently been adduced for the change of capital; to these might be added the consideration that Delhi is the centre of that portion of India where popular education is at present most backward, and that the northern provinces may now reasonably expect a more generous recognition of their pressing need of elementary schools. The Chief Commissioner of the North-West Frontier Province has already made a good beginning; he has issued a circular making primary education free throughout the province from April 1, 1912, and, at the same time, raising the minimum pay of teachers from 7s. 6d. to 18s. 8d. a month.

Change of Capital.

THE pressure of outside examinations has been found an intolerable burden by the Manchester Warehousemen and Clerks' Orphan School. The Executive Committee, after close consideration and exhaustive inquiry, have decided to forgo the advertisement that a long list of successes in the local examinations afforded to the school; in order to lighten the curriculum, cut down school hours, relieve the concentration upon the subjects of the external examination, and so make time for the

The Pressure of Examinations.

introduction of fresher interests. The Committee have taken a bold and, at the same time, in our opinion, a wise step. It is not well that the whole curriculum of a school should be dominated by an external examination in such a way that, from first to last, the pupils' interests are concentrated upon passing in certain subjects. An examination taken in this way has a cramping effect upon the intellectual growth of the children. The curriculum of the school is to be entirely reorganized, and the Northern Universities' Board is to inspect and examine the school in consultation with the teachers. In other words, the examination will be made to fit the school, and the school will be relieved from the strain of making the school fit the examination.

THIS is not the place to write a notice of Mr. Stephen Keynolds's "Seems So"; but, in reference to Mr. Sadler's remarks upon the book and to Mr. Reynolds's letter in the *Times*, we wish to say one thing. It is no doubt true that organized elementary education, just like all other organized education, has many defects. But it is exactly the last forty years of organized public elementary education that has enabled the people to grow articulate and to criticize the education that the legislators have offered. It is precisely because of the opportunities of education that have been enjoyed by the present generation of working people that the democracy is beginning to understand what are the possibilities of education, and to ask, not only for more, but for a more reasoned system based upon the best scientific knowledge. It makes Mr. Reynolds "savage" that youngsters should spend eight or nine years in a school "catching nasal catarrh and snobbery" and not be able to write a letter. Once they were satisfied not to know how to write a letter. Now they claim the knowledge as a right. So much progress at least we must allow.

IN the House of Commons Mr. Rendall recently brought up again the question of the tenure of assistant masters, by asking Mr. Pease whether he was aware that in a scheme for a certain grammar school no provision was made by which an assistant master under notice to leave can appeal to, or appear before, the governors, his employers. Mr. Pease replied with the well worn statements which to us carry no conviction. He said that in the scheme in question the usual provision was made. In the case of dismissal with notice, no appeal was allowed; but that dismissal without notice could only be enforced after the governors had given their approval. He added that the Board had given very careful consideration to the subject and were unwilling to give any right of appeal to the governors. So it remains that an assistant master is appointed and paid by the governors, but is liable to dismissal, after notice, by the head master without reference to his employers. We hold this state of affairs to be very unsatisfactory.

SEVERAL valuable Circulars in reference to the teaching of subjects in secondary schools have been recently issued by the Board of Education. We are thinking in particular of the circulars on English, Physical Training, and House-craft. It has long been felt that the subject of Modern Language teaching should be dealt with by the Board. It will be no easy matter.

There are almost as many varieties of method as there are individuals teaching the languages. But the Board have undertaken to issue a Circular. In the preparation of this, the Board have available a staff of specialist Inspectors, several of whom have been teachers in secondary schools. But the Board have most wisely decided to call in the Modern Language Association and other bodies of secondary teachers, and to consult them. Nothing shows more clearly the desire of the Board to work in co-operation with teachers. We do not want codes and regulations thrust upon us from the outside, without reference to our views or practice; but we do want guidance and information. This is what a memorandum from the Board can give.

THERE is, we believe, a widespread misunderstanding among teachers in reference to the visits of Inspectors. Many teachers think, quite wrongly, that when an Inspector comes into the room he expects to hear the teacher talking all the time. Consequently the teacher goes on talking when he knows quite well that the class have listened long enough and ought now to be working. The Inspector leaves the room mentally noting that the teacher is inclined to talk too much. This is one of the evils that has resulted from the inspection of schools. There is a tendency to feel that, if one is not always actively teaching, there is a danger of adverse criticism if the head master or Inspector chance to walk in. It is a good principle to lay down that the less the teacher talks the more work is done by the class. Occasionally no doubt the Inspector likes to hear a lesson; but for the most part he prefers to see the children working. The moral to be drawn is that the teacher should remember that the rôle of listener is a dull and inactive one; the boys want to be doing something. He should go on with his work in the Inspector's presence just as he would have done otherwise, and not give a suddenly improvised lecture lesson merely because the Inspector is present.

THE Chairman of the Surrey Education Committee has written to the Educational Supplement of the *Times* to remove a "misapprehension" in reference to the dismissal of an assistant master at Dorking High School. He takes the opportunity of pointing out all that the Surrey Education Committee have done for secondary education in the county. With the latter part of his letter we are in accord. Much good work has been done, and the county has gained a deserved reputation for the generous treatment of secondary schools. But the Chairman does not meet the point that we made in our recent reference to this unhappy incident. The County Committee called upon the governors to make some economy in the staff. "The organization of the school made it desirable that the numerical strength should be retained, and they [the governors] chose the alternative of replacing a more highly by a less highly salaried assistant." This is what the Chairman writes of the action of the governors. Exactly the danger that we feared when salary scales were introduced without an elastic income. The Surrey Committee do not seem to realize that a small school must be more costly relatively than a large one. The master in question appears to have been dismissed for no reason except that economy might be effected by filling his position at a

lower salary. It is just this action that gives a feeling of insecurity to all teachers. In the A.M.A., candidates for appointment at Dorking are requested to apply to the Honorary Secretary of the Association of Assistant Masters for information.

IN elementary schools it is usual for the physical exercises to be taken by the class teachers. In secondary schools the principle of specialist teachers is firmly established, and so we find often that an ex-Army sergeant has charge of the physical drill and the gymnasium.

Wanted: Physical Instructors in Boys' Schools. If every form master would qualify himself to give physical instruction, he would find a resultant benefit to his own health as well as to that of the boys. But such action would probably not remove the necessity for a specialist in gymnastics. At present it is almost impossible to find a man with a secondary school and University education who is also qualified to take charge of the gymnasium. In girls' schools there is no difficulty in getting a gymnastic instructor who ranks with other members of the staff, greatly to the benefit of the school. We recognize that physical instruction is an essential part of school life, in addition to games. In other subjects we have seen the evils of the visiting teacher who does not rank with the rest of the staff. If men of University education, whose tastes happen to lie in that direction, would qualify themselves to become physical instructors, their services would be readily accepted by the schools.

THE London Education Committee propose to reduce classes in elementary schools to forty for upper departments, and to forty-eight for infants. We here

The Size of Classes. see the lingering tradition that infants are like dumb driven cattle and may be herded. As a matter of fact, it is more essential for the infant classes than for the senior classes to be small. The proposal of the L.C.C. is, however, a move in the right direction. Statistics show that in London the average number of children to an assistant teacher is under forty-five; but the "average" is not of much consolation to class teachers who have sixty children. The enormous difference that will result when these proposals are carried out may be gathered from the fact that an estimated expenditure of £4,500,000 will be incurred during the next fifteen years in building new schools and in remodelling existing schools in order to reduce the size of classes to the numbers mentioned. At the same time there will be a large increase in the salaries' bill. The rate-payer must learn that money wisely spent on education increases the capital of the nation.

AN interesting variation in the curriculum has been introduced into the Welshpool County School in the form of an agricultural course for boys who intend

An Agricultural Bias. to manage farms or work upon the land. The head master, Mr. R. E. Owen, sends us the detailed syllabus, which appears to be thoroughly sound. The primary aim of the course is not to train boys to be farmers any more than a course in manual instruction is designed to turn out carpenters. Welshpool is in an agricultural area, and it is an admitted educational principle that the environment of the boys should form the basis of their education. The scheme is an attempt to carry out this principle and to graft an

agricultural course on to the ordinary curriculum of a secondary school without destroying the balance of subjects. There is certainly an erroneous idea abroad that it requires greater ability to become a commercial clerk than to manage a farm. The school at Welshpool will do something to correct this error. We understand that the Welsh department of the Board of Education intend to issue the syllabus in the form of a circular to secondary schools. It will give valuable information to head masters who see their way to base some part of education upon work on the land.

MR. T. E. PAGE, who has been for many years Chairman of the Consultative Committee of the Surrey Education Committee, has now been appointed a "selected member" of the Education Committee in place of Dr. Rendall, who has resigned. We hope that Mr. Page can spare leisure for still further public work. Secondary teachers are but scantily represented in the House of Commons. The election of Mr. Page to a seat in Parliament would bring into the House a man of outstanding personality, as well as a schoolmaster who has been Chairman of the Association of Assistant Masters, and who has frequently represented in public the interests of secondary education. Mr. Page has already shown his willingness to stand. We commend the suggestion to the Associations of Secondary Teachers.

LOCAL AUTHORITIES.

A GREAT deal of sound wisdom is often hidden away in reports of public bodies, which are read by very few people. This strikes us especially in reference to the report of the London County Council on their educational work. Although the London County Council have had their troubles about school buildings and medical inspection, and have met with much adverse criticism, yet the number of wise educational activities they are carrying on indicates a determined effort to grapple with their opportunities and responsibilities. If one may take the words of the report as reflecting the minds of the Councillors, we may take it that the Council views its duties very seriously. "One of the fundamental duties of the Council," we read, "in connexion with education is to see that all those children and young people who are entrusted to its care are so trained and taught as to enable them to play their part worthily as citizens of the Empire. . . . It will always be of supreme importance that they should be true, sincere, and honest in their lives, that they should be both well informed and sound in judgment, both self-reliant and considerate of the welfare of others." This is the right ideal, and although it is harder to estimate than examination results, we feel sure that the Inspectors are able to estimate the work of the schools rightly from this point of view, and that they do so.

WE will quote another extract from the same report (a memorandum supplied by one of the Council's Inspectors), which shows an enormous progress in the official view of the work of teachers. Mr. Mouilpied writes: "A child's mind can be filled with chemical facts which are glibly retailed so that the child shows up well in examination. Experience shows that these facts, dimly apprehended, soon fade from the memory, and there is nothing left. But, if the aim has been to teach the child to observe correctly, to record observations with accuracy at the time, to make experiment the final court of appeal, to equip him so that he will know where to turn for the facts he wants, to train him to face a new problem with an open mind, and to attempt the solution along certain lines, then when the facts have gone the habit still remains as a valuable weapon for life." If more Inspectors would speak frankly in this way and would show their power of finding out whether a child is learning habits of observation or

merely learning facts, they would go far to raise the standard of teaching throughout. For it is indisputable that at present many teachers feel that their work is judged by the amount of knowledge possessed by their pupils, and they plan their work accordingly.

A CHART in the report gives graphically the progress that has been made during the last eighteen years in improving and increasing the staff. In the year 1893 there were 61.8 children to every assistant teacher. The number has diminished steadily until, in 1910, the number was 44.9. Particulars are also given of the qualifications of the staff in 1904. At that time there were 800 supplementary teachers, 1,597 uncertificated teachers, and only 1,168 certificated teachers. In 1910 there were 2,571 certificated teachers, and only 567 uncertificated and 162 supplementary. This gradual change in the direction of getting fully trained teachers has increased very considerably the cost of education. In the year 1908-9 teachers' salaries amounted to 57.2 of the total cost of the schools. In making the classes smaller there has to be included the cost of additional classroom accommodation, as well as the increase of staff. Further improvement in both directions is to be expected. Although the average is 44.9 children per teacher, it is clear that many classes are still too large.

We have referred before to the question of ventilation in schools; but, until great improvement takes place, speaking in and out of season is justified. Accordingly, we quote an extract from the report of one of the medical officers of the county of Durham, which is supported by our own experience. Dr. Burn says: "I have in mind several schools where the ventilation was both structurally bad and unintelligently utilized; where there was practically not a normal throat amongst those examined." Dr. Burn finds teachers "quite unmoved" by the unventilated condition of the classrooms. "I would like to emphasize," continues Dr. Burn, "the pressing need for instruction to teachers in the main principles of school hygiene, for, while the state of the school atmosphere is often a matter of defective structure, it is just as often a case of the unintelligent use of the ventilating agents available. . . . I venture to state that 60 per cent. of the schools by midday are so close and foul as to be nauseating to one entering from the fresh air; in 40 per cent. of these this condition is avoidable." Teachers are often strangely ignorant or apathetic in this matter; and school architects have been in the past, and sometimes still are, oblivious to the need of fresh air.

A VERY valuable part of the report of the Durham County Council is the memorandum on the inspection of elementary schools prepared by the Secretary from the reports of the Council's Inspectors. The whole memorandum bears witness to the changed relations that exist now between Inspectors and teachers. But the evils arising from payment by result have left their mark upon the schools. The Inspectors have serious fault to find in some cases; but we venture to think that any teacher in the county reading this memorandum will agree with its aim. To summarize briefly, it may be described as a training-college lecture to teachers. That such a lecture is necessary at the present time reminds us that many teachers have not been trained, and that many have been unable to throw off the burden of the old payment-by-result days. The important point, in our judgment, is this: the reports show that the Inspectors are not judging the schools on examination results, but that they are trying to estimate the value of the teaching in the development of the character of the child, and pointing out to the teacher how he may train the will rather than cram with facts.

So much energy has been shown by women in taking up public work, especially education, that we read with some surprise in the report of the Surrey County Council that a number of Boards of Managers in this county are still without lady members. There has, however, been an improvement in this respect since 1904. In that year there were 78 boards with lady members; there are now 117. During the same period the number of lady managers has increased from 101 to 156. The Committee express the opinion with some emphasis that every body of school managers should include at least one lady.

THE Northampton Polytechnic Institute in London announces complete day courses of instruction in Aeronautics. The equipment has been much increased, and it is hoped that valuable work of a research character will be done by the senior students during this

winter. The first two years of the course will be devoted to the subjects that form the groundwork of all engineering, and the necessary specialization will take place in the third and fourth years.

THE Warwickshire Education Committee are somewhat exercised at the refusal of the Board of Education "to recognize the county minor scholarships examination as the qualifying examination for candidates for free places at secondary schools in the county, on the ground that the examination includes history and geography. Implicitly too they suggest that the standard of this examination is too high for these candidates." We share the perturbation of the Education Committee. It seems to us that, unless some clear scandal or distinct miscarriage of justice were alleged, the Board should leave the county free to examine its own candidates in the way that seems best to it. Apparently the Board make no objection to the inclusion of history and geography in the examination for county scholarships, but they object to these subjects for free-placers. This is to duplicate the examination. At present, one examination suffices. The best candidates receive scholarships, the less good are given free places. The Board have really more important work to do than to trouble about minor details such as this.

THE Leicestershire Director of Education has been making a tour of the schools in his county, and has much of interest to say. He is convinced that great steps have been taken to make the education more liberal and less mechanical. In regard to the reports of the Board's Inspectors he makes a valuable suggestion. These reports, as now issued in Leicestershire, he says, are of a detailed character, and afford the most helpful criticism of the various school activities. "They can only be understood and fully appreciated when their details are considered in consultation with the head teacher on the spot." It is this last phrase that we consider so important. It is always difficult for a committee to discuss a report on a school of which they have no intimate and first hand knowledge, and the head teacher of which is not present to give information and explanations. We wish all school reports could be discussed under the circumstances that the Director of Education in Leicestershire desiderates.

MESSRS. GRIFFITHS, SMITH, & Co. desire to correct the "absolutely misleading paragraph" as to charges made by agents for non-resident appointments. They beg to state that their charge to assistant mistresses for non-resident posts is 4 per cent. on the first year's stipulated salary. If the appointment is for one term or less, a commission is only charged on the amount to be received. As we stated before, we were only quoting from the report of the Surrey Education Committee.

SCIENCE NOTES.

FUTURE historians of science will probably refer to the year 1911 as an *annus mirabilis* in the history of meteorology. The summer was unprecedented in the annals of scientific observation, and its effects on existing hypotheses of weather causation are positively disruptive. For example, the pressure distribution led to the prediction of copious rainfall at the Coronation, but, happily, the weather proved more amenable to sentiment than to science. A hundred thousand children at the Crystal Palace failed to get wet through. Dr. W. N. Shaw does not at present attempt an explanation, but he gives an indication of the direction in which he hopes to discover one. He suggests that "weather as represented primarily by rainfall is dependent on the convection of moist air, while pressure distribution is governed by changes which take place above or nearly at the top of the convective region of the atmosphere. In other words, the dynamics of the atmosphere is controlled in the upper air, while the physics of the atmosphere is a matter which concerns the lower layers." In a subsequent communication, Dr. Shaw compares a portion of the atmosphere to the air in a concertina played softly by giant hands above and below. In the case of cloudless air, the down stroke would warm the air by compression and thus increase its potential dryness. Thus, a rise in the barometer would indicate continuance of fine weather. The other stroke of the concertina, the rarefaction, would cool the air and might produce cloud, possibly at more than one level. The falling barometer supplies a condition of instability, with the possibility of continuous or fluctuating rainfall. Whether

the rain actually occurs will depend on the concurrence of a supply of the suitably moist air. Quite a different hypothesis is put forward by Dr. Ramsauer, who attributes the fine summer to diminished solar activity. In his view, the diminution of ultra-violet radiation spelt fewer condensation nuclei in the atmosphere. Clearly the science of meteorology is emerging from the pupal stage—the chrysalis skin is inadequate for its new metamorphosis. The ecdysis is not the less interesting because we cannot predict the form of the coming imago.

To drop at once from the plane of work of the Meteorological Office and the Heidelberger Akademie to the modest level of our own classroom and children may seem rather a bathos. However, we teachers

can often very wisely do a little work on a small and simple scale at topics which are exercising at the very moment the investigators at the growing-point of our subject. Some uncertainty as to rules for weather prediction may stimulate, rather than check, our meteorological observations. We advise our readers who have not yet tried the plan, to get boys or girls to chart observations of a wet and dry bulb thermometer—out of doors, of course. For some time we based simple local weather predictions solely on such a record, prophesying fine weather when the graphs diverged and *vice versa*. The result in our own case was that the boys of a large boarding school held our weather-wisdom in exaggerated respect.

AT a recent meeting of the London branch of the Mathematical Association a powerful onslaught was made by Miss Burstall on the mathematics forced upon all girls who desired to matriculate. Marshalling her arguments with singular forensic skill, Miss Burstall made a deep impression on her audience, many speakers in the subsequent discussion testifying to the convincing character of her demand for the repeal of the present compulsory "mathematics." It would be entirely wrong to mistake her paper as a plea for dropping mathematics from the curriculum; Miss Burstall indicated that such a syllabus as was issued by the Mathematical Association last January as a minimum course in algebra might be adopted for the non-mathematical majority of girls. The present examination requirements do grievous harm to all but the mathematically minded minority.

MUCH as we appreciated the good quality of the speaking on the occasion to which we refer, it shed a somewhat ghastly light on the condition of secondary education. Met together ostensibly for the purpose of debating the best means of giving to girls a mathematical training, the whole time was spent in discussing examination requirements. Not a single speaker ventured to put forward proposals for giving girls sound concepts of the relations of space, number, and time and of their application to the intelligent observation of everyday phenomena and to the control of physical energy in its varied forms. It would be difficult, and indeed it is superfluous, to find a clearer illustration of the need for the reforms which the Consultative Committee are now pressing upon the Board of Education.

WHEN lantern slides are being shown to an audience numbering over a hundred, it is necessary to project the pictures on a large scale. Such large pictures are not merely unnecessary, but prejudicial in the case of classroom demonstrations. For large pictures the room must be really dark, the lamp powerful, the lenses rather short in focus if the room is of ordinary size, the screen large and unwieldy. Such large pictures are unpleasantly coarse and the light is trying for those near the screen. It is far better to show a clear, well lit, well focused picture of moderate size, with a dark margin of screen forming an effective background. Personally we like a picture of from six to seven feet diameter, and to use an objective of eight-inch, or preferably of ten-inch, focus. The number of slides exhibited in one lesson should not exceed twenty-five.

THE London County Council Conference for Teachers organized by Dr. Kimmins will be held at Birkbeck College on the 4th, 5th, and 6th of this month. There will be several papers which deal with subjects on the borderland of the science teacher's work. When these Conferences were inaugurated fifteen years ago, great prominence was given to physics and chemistry. May we suggest that experimental science has been a little left out in the cold of late years, and venture to hope that Dr. Kimmins will return to his first love?

THE RELATIONS OF SCHOOLS TO UNIVERSITIES.*

By DR. JAMES GOW.

IN Germany, and, I believe, in every Continental country, the Universities have nothing whatever to do with the schools. It is true that in Germany a boy cannot proceed to a University unless he has passed an examination, but this examination is not either prescribed or conducted by the Universities, but is managed by the State. In England, on the other hand, the Universities prescribe and conduct their own Entrance Examinations, and are willing, if invited, to come to the schools and conduct the examination there; and, further, of late years, the Universities have agreed to accept, with certain limitations, one another's Entrance Certificates. Thus the connexion of the Universities with the schools, though voluntary on both sides, is pretty close, and likely to become closer as it grows in convenience.

For my part, I feel that a discussion of the relations between the Universities and the schools is likely to be confused, first, because some speakers will have in mind *ideal* relations of ideal Universities and ideal schools, while others will be thinking of the best possible relations between actual Universities and actual schools; secondly, because we have in England two types of Universities and two types of schools—what I may call the "boarding" type and the "day" type. Thus, both the idealists and the opportunists may be talking, each in their own way, of four different schemes of education, viz. :—

Boarding School + Boarding University,
Day School + Day University,
Boarding School + Day University,
Day School + Boarding University,

and the relations between the Universities and the schools in each of these schemes need not be, and perhaps ought not to be, the same. Obviously, it is more expedient for the Boarding University to have a general entrance examination closely connected with school work than it is for the Day University, which might have only an entrance examination for each faculty or none at all. And, again, to be examined by the Universities is obviously more convenient to the boarding school than to the day school.

If I tried to deal with these complexities, I should occupy far more than my fair share of your time. I mention them only to show that I am aware of them and do not pretend that in what I have to say I am dealing with more than one small portion of the subject. I shall, in fact, confine myself entirely to the connexion of Oxford and Cambridge with the schools.

This connexion, it must be remembered, is of recent origin. In the sixties of the last century, the Cambridge "Little-go," properly called "the Previous Examination," could not be taken except by undergraduates in their fourth term of residence or later. In the early seventies it could be taken in the second term of residence, but not sooner. Meanwhile, the Head Masters' Conference had been instituted, and this was, as it still is, a club of the head masters of those schools which send a considerable proportion of their boys to Oxford and Cambridge. The Conference was of opinion that Oxford "Smalls" and Cambridge "Little-go" were rather trivial examinations which might well be taken at school, and which, if deferred, were a serious interruption to better work. Representations to this effect were made, and, in November 1873, the Universities signed a concordat by which the Oxford and Cambridge Schools Examination Board was created. This Board was empowered to examine schools and to grant certificates exempting from the first examination in either University or both. The subsequent developments of this scheme need not detain us, but it may be well to mention that the Oxford and Cambridge Local Examinations, though considerably older than the examinations of the Joint Board, did not, until recently,

* This paper was read before a meeting of teachers.

confer any exemptions, and do not now confer any except at their own titular University.

This history points to some facts which are of importance to the present discussion. The connexion of the schools with Oxford and Cambridge was not accidental but deliberate, and was due to more than one cause. In the first place, the schools had immensely improved in general efficiency since the early years of the century. It would appear that even classics, at a time when little else was taught, were not taught very well at most schools; for more than once, in the days of Gladstone and Macaulay, Shrewsbury boys who were not yet in residence at the University came up and beat the elite of the undergraduates. No such thing has happened in living memory. The curriculum had evidently become much wider, and the teaching more strenuous, when head masters demanded that "Smalls" and the "Little-go" should be taken at school. The improvement was probably caused by these very examinations which, if I remember rightly, were not instituted till about 1830.

But the postponement of these examinations became a grievance when head masters began to contemplate specialization of studies at school. So long as boys kept up their classics and mathematics and French to the very end of their school course, it mattered little that they should be required to take an elementary examination in these subjects in a year's time. But, when it was desired that a boy should drop at school such subjects as he was not likely to excel in, then the prospect of a distant examination in those subjects became disagreeable, and it seemed important that this examination should be got rid of early.

Thus the connexion of the schools with the Universities was caused in part by educational movements in the schools; but it was also caused by another movement which was not educational at all. The Public Schools Act of 1868, the Endowed Schools Act, and the Education Act of 1870 created a fear that all schools would soon be placed under State control, and the schools resorted to the Universities in order to protect themselves from the Education Office. It may be that this last motive was the most potent of the three that I have mentioned, but it is clear that all three were in operation and assisted to bring the Universities and the schools together.

The connexion appears to me to offer some advantages which could hardly exist under another system. The Universities of Oxford and Cambridge, being boarding Universities and looking for their effect very largely to their social opportunities, are probably right in requiring from all their students a certain minimum of common knowledge, such as every man should bring to an intellectual society. The choice of this minimum ought to be left to the conductors of the society. To deprive them of it by means of a State examination would, or might, make a great deal of difference to the value of University life.

It is true that the Universities confine their choice to a very narrow curriculum, but they fix no age limits, they do not interfere with methods of teaching, and their examination is not regarded by the public as a "leaving examination." These are great merits from the point of view of the schools. Imagine, on the other hand, the effect of a State examination. It would no doubt allow a far larger choice of subjects and would do away with the host of professional examinations which now disturb the work of the schools. These are considerable advantages, but the examination would probably have an age limit and would be regarded as a leaving examination and the end of all learning. Furthermore, though the State would probably profess not to interfere with methods of teaching, I think it could hardly avoid doing so in fact. For the criticism of a State official is criticism which can be supported by very severe public penalties. For instance, the State now says to certain schools that they must teach Latin, and recommends a particular pronunciation of Latin. Other subjects are very likely to be treated in the same way, and the teacher will not, by resistance, imperil his grant or expose his pupils to wholesale rejection. At present, also, the State does not seem to me nearly so successful as the Universities

in maintaining a standard of attainment, but I dare say this is an accidental defect and could be remedied.

It will be easily guessed that my opinions proceed from the fact that I regard the teacher as an artist who, having a certain work to do, should be allowed to do it in his own way. No artist, so far as I know, objects to having his subject chosen for him. I never heard that a painter or a sculptor was indignant at being asked to paint or carve, say, an altar-piece of a given subject and of given dimensions; or that a musician, when asked for a symphony or overture, insisted that he ought to compose a quartette. On the contrary, I believe that every artist is stimulated by limitations of subject, size, and so forth—limitations of the end in view—but resists attempts to hamper his method. He will gladly do what is wanted if he is allowed to do it in his own way. Similarly, the good teacher, in my experience of him, does not complain of set subjects or set standards, if he is allowed to teach in the way that suits him best. I have, in former days, advocated uniformity of curriculum, and I should not object if the State established certain types of schools and required me to conform to one of them. But I should object very strongly to being told how to handle the several subjects of the curriculum, and I should wish the examination and inspection of my school to be undertaken by the Universities. They have an interest in making the schools as good as possible, but their criticism carries no penalties and is the criticism of fellow-craftsmen.

It seems to me essential to the welfare of our profession that there should be a lively free discussion of difficulties and a perpetual exercise of the intelligence in all grades. This freedom and initiative are secured in Germany by the fact that the Leaving Examination is conducted by the teachers under the superintendence of Inspectors who have themselves formerly been teachers. The nearest approach to this system that we are likely to get in England is to entrust examination and inspection to the Universities.

SCOTTISH NATIONALISM.

ONE of the pleasing features of official reports on education in Scotland is that there is in them no attempt to force national sentiment into prominence. On the contrary, in Sir John Struthers' recent report on secondary education it is pointed out that at certain stages of school work too much emphasis is being laid upon early Scottish history, and some examiners complain that throughout the pupils' answer-papers the point of view is too exclusively Scottish. Sir John shows that this result is probably due rather to imperfect grasp of the subject than to excess of patriotism, and he desires teachers to make more of points of contact with the history of England and of Europe generally. At the same time, he thinks it serious that Scottish pupils can reach the intermediate stage without hearing of the episode that the word "Glencoe" should at once suggest to Scottish memories.

Nationalism does not flourish in Scotland; perhaps from the lack of any common grievance, real or assumed. Her distinguished writers are rightly content to contribute, as Scott and Carlyle and Stevenson did, to the common treasure-house of English literature; and those who control her educational policy have made no attempt to distort methods or curricula for the purpose of deliberately forcing the growth of what is called national sentiment. This is fortunate for Scotland. A great Irish critic has said: "Whenever the genius of a nation is strong it works in deep and obscure ways. The attempt to whip up deliberately, and by artificial means, the national spirit in literature is evidence of the decay of that spirit." The same may be said of education, for in both cases the fostering of national sentiment tends to connect itself with the study of the nation's past, and with the use of the vernacular tongue.

The question is not one that concerns Scotland only. Like the Scots, the peoples of Wales and Ireland are each

credited with a distinct "nationality," the essence of which is a matter of constant dispute. Much of the discussion is merely a question-begging attempt at race psychology, usually vague and often worthless. Some time ago Lord Haldane assured us that in the soul of the Welsh people there is a fire more Celtic than Saxon, that they have the gift of imagination, and that the Englishman is, by comparison, short of ideals: this defect is made good by the "large permeating ideas" which Wales and Scotland have contributed to the common stock. Yet he seemed to admit that, after all, it is only in and through the unity of national life that the value of the contributory elements is to be realized—in religion, in education, and in literature, as well as in politics. The fact is that there is no agreement in regard to the fundamental characteristics of each nationality. Even the Celtic "melancholy," of which Matthew Arnold found so many evidences at second hand, appears to be in doubt; in a recent review of Kuno Meyer's "Ancient Irish Poetry" we are told, "Rather the dominant note is one of joy and high spirits and a delight in all beautiful and fair things." And thus the critical ball is kept a-rolling for literary or political purposes, noble or ignoble.

It is hardly worth while to point out how little either race or language actually has to do with national spirit, for the nationalist everywhere persists in appealing to racial origins and linguistic affinities, and scientific research seems powerless to dissolve what Max Müller called "the unholy alliance" between Ethnology and Comparative Philology. That being so, we must perforce accept the view that language is at least a buttress of nationality, and that a belief in racial affinity may be, like the use of a common language, a weapon in the hand both of the nationalist and of the imperialist. No advocate, however, seems to hold a brief for the racial purity of the Englishman; to the latter, political unity is the first and foremost constituent of nationality, and he does not concern himself greatly with ethnological or linguistic distinctions. In doing so he shows his recognition of the true basis of nationality. To illustrate by an example, he does not object to the teaching of Dutch in the schools of South Africa. Lord Cromer is probably right in thinking that through such a policy the language of the Boers will die a natural death. A bilingual administration will not of itself keep alive a decaying national spirit, and a nationalist demand for the forced use of a particular language or for the artificial revival of a dying tongue is bound to be futile. Intellectual barriers and frontiers do not of themselves make or maintain the individuality of a people, and of the desire for such England knows nothing. The result is seen in a language and a literature which are partly the cause and partly the effect of an assimilative type of character that has done much to mould the history of the modern world.

Writing in 1655, Howell, in his entertaining "Letters," says: "The English speech hath divers dialects, but her chief is the Scotie, which took footing beyond Tweed about the last conquest." The vocabulary of this dialect is no longer taught in the schools of Scotland, but many of the idioms still cling to teachers and pupils, and no organized effort has ever been made to alter the pronunciation. The result is that, though there is no longer an intellectual dividing line between England and Scotland, and though the countries use to a great extent a common tongue, language in Scotland (so far as the schools are concerned) remains a support of nationality almost solely through pronunciation. English is the medium of instruction; the teachers urge their pupils to speak it in classroom and playground; there is a growing use of English in the homes; and the boys in the street are not so ready to jeer at an "English" accent. Nevertheless, from the nationalist point of view, Scotland can still claim to have a spoken language of her own—the accent of the Scottish tongue still hangs upon Scottish lips, and ardent patriots are proud that it should do so.

It is an interesting question whether it might not be a good thing for Scotland if Scottish teachers would make more general effort to speak, and to induce their pupils to speak, English as it is spoken by a cultivated Englishman. Many Scots, after leaving school, take considerable pains to improve

their accent, and this they do from no motive that discredits either their patriotism or their independence. Much of their labour would be spared them if they were taught in schools where certain characteristic English sounds received more care and illustration. It may be urged that the attention now given to the study of phonetics foreshadows the attainment of a greater degree of assimilation between the tongues of the two peoples. This seems reasonable, but in practice the teaching of phonetics has sometimes tended to aggravate rather than to reduce differences. Schemes of phonetics specially prepared for Scottish students are apt to concentrate attention more surely upon sounds which the Englishman does not utter than upon those which the Scot is only too ready to utter. Rightly used, such schemes afford a useful basis for comparison, but they demand that the teacher should have more than a passing acquaintance with the speech of the Englishman. Yet the influences of travel, of summer schools, and of University life are not inconsiderable, and the Inspectors are quick to note and appreciate every endeavour to secure purity of English accent. In not a few of the best schools, some of them in remote districts, there are individual teachers who devote themselves assiduously to the eradication of peculiarities of utterance, and it may be claimed that in such schools all branches of English instruction benefit thereby.

As we have already said, the matter is one which really has no vital connexion with patriotism or national feeling. If Scottish nationality is still a living thing, it will not be maintained through an adherence to Scottish phonetics or the vogue of "kailyard" literature, but through the pervading memories of a people united by pride in great traditions and achievements. It may be true that a brogue or a burr is often more convincing than a pedigree, and a shibboleth may still serve as it did in the days of Jephthah. But it is not the vocabulary of Burns that makes him a national poet, and it is not without significance that hundreds of Scottish pupils now study Burns only as they find him in Palgrave's "Golden Treasury." This is certainly not the surest road to a true estimate of his importance in Scottish life and thought, but it serves at least to remind young Scots that he has a place of honour in English literature. It also emphasizes Sir John Struthers' advice to give more attention to points of contact between the two nations.

Archdeacon Cunningham has pointed out how the whole character of English literature has been influenced by the fact that Great Britain was the scene of the simultaneous rise of the two nationalities, and that, throughout the seventeenth century, with a brief interval, the island was governed as a dual monarchy. It is in such illuminating facts as this that the Scottish teacher finds the most valuable means of fostering an intelligent national pride—not in an undue attention to national legends and vocabularies and idioms. Lord Rosebery has defined patriotism as "the respect for and assertion of national character"; and national character is not dependent for its continuance upon either accent or vocabulary.

By the way, we note that in Ross's "Social Psychology" it is stated that, though Edinburgh is still a capital, the Scots are beginning to distrust Edinburgh judgments as "provincial." There is undoubtedly more than a grain of truth in this, and it may be accepted as a symptom of the gradual transformation of the old national spirit into something less exclusive, less "cock-sure," but none the less valuable and distinctive. Scottish nationalism, so far as it has any official recognition in the schools, is at bottom a beneficent movement making for consolidation and unification rather than disintegration or isolation. SCOTO-BRITANNIC.

THE L.C.C. offers, for 1912, 168 Trade Scholarships, most of them tenable for three years and giving free training, with a maintenance grant ranging from £6 to £15 a year. The only condition that seems open to criticism is the age limit. Thirteen, in some cases twelve, is surely too young an age for a boy to begin a trade apprenticeship.

JOTTINGS.

THE next meeting of the School Nature Study Union will be held on Wednesday, January 17, 1912, at the College of Preceptors, at 7.45 p.m. A lantern lecture will be given by Mr. H. E. Turner on "The Open Air School." Mr. T. S. Dymond, H.M.I., in the chair. All interested are cordially invited.

FROM White Paper (Cd. 5951) we glean some interesting statistics as to the salaries of teachers in the 813 grant-aided secondary schools. The average salary of a head master is £438, of an assistant master £168, of a head mistress £332, of an assistant mistress £123. In 20.6 per cent of these schools, the highest salary of an assistant is under £140; and in only 4.4 per cent. is it over £300, and only 4 out of 4,002 assistants receive £400 a year or over. Less than 1 per cent of the assistant masters is over 60 years of age. It should in fairness be noticed that these statistics do not include the prizes of the profession—masterships in the great public schools, yet they justify the conclusion drawn by the A.M.A. that very few men, unless they have substantial private means or have taken a vow of celibacy, are justified in taking up teaching as their life's work.

THE North of England Education Conference will be held this year at Newcastle-upon-Tyne, on the 5th and 6th inst. It will be opened by the President, Earl Grey, who will take the chair at the first discussion on a paper read by Sir Hugh Bell on "Education and Practical Life." Vice-Chancellor Sadler will read a paper on "Education and the State in relation to (1) Curriculum, (2) Finance, (3) The Division of Control as between the Central and Local Authority."

THE General Meeting of the Incorporated Association of Assistant Masters in Secondary Schools will be held at Merchant Taylors School, E.C., on January 5.

THE Annual General Meeting of the Historical Association will be held at Manchester University on January 11, 12, and 13. Prof. Muir will read a paper on "The Relation between History and Geography," and Prof. Boyd Dawkins will give an address on "Some Points in the Pre-History of Britain."

THE Classical Association holds its General Meeting at King's College, London, on January 8 and 9. The President for 1911, the Bishop of Lincoln, will deliver his address on the morning of the 8th. On the 8th there will be a conversazione in Mercers' Hall, Chancery, in which Prof. Gilbert Murray will discourse on "The Ritual of Dionysus and the Forms of Greek Tragedy."

At the Annual Meeting of the English Association, to be held at University College, Gower Street, on January 12, the President, Mr. A. C. Bradley, will deliver his address at 5.30 p.m. On January 13 there will be a Conference on "The Teaching of English Composition in Schools."

THE Annual General Meeting of the Modern Language Association will be held at the University of Birmingham, on January 4 and 5.

THE Annual Meeting of the Mathematical Association will be held at the London Day Training College, Southampton Row, on January 10. The President, Dr. E. W. Hobson, will deliver his address at 11 a.m.

THE Twenty-eighth Annual General Meeting of the Association of Assistant Mistresses in Public Secondary Schools will be held on January 13, at 10.30 a.m., at the Grey Coat Hospital.

THE Association of Public-School Science Masters will hold their General Meeting at the London Day Training College on January 10 and 11. The Presidential Address will be delivered at 11 a.m., Thursday, by Sir J. J. Thomson.

A CONFERENCE on "Speech and Voice Training" will be held in the Lecture Hall of Bedford College from January 15 to 20. Mr. Fuller Mailland, Mr. Alfred Lyttelton, Mrs. Woodhouse, Miss Elsie Fogarty, and many other distinguished authorities have promised their aid.

Mr. H. M. McKECHNIE, of Edinburgh, has been recommended

by the Publications Committee of the Manchester University for appointment as Secretary to the Committee at a salary of £300 a year. The office is newly created, and was rendered necessary by the actual and anticipated increase of work.

MISS ALEXANDRA FISHER, M.A. Lond., at present second mistress at the Birkenhead Municipal Secondary School for Girls, has been appointed Head Mistress of the new County Secondary School at East Dereham in Norfolk.

LONDON SCHOOLS MUSICAL AND DRAMATIC ASSOCIATION.—A lecture on "Interpretation in Song" will be given by Mr. Plunket Greene, with vocal illustrations by the lecturer, at the Guildhall School of Music, Victoria Embankment, E.C., by permission of the Music Committee of the Corporation of London, on Tuesday, January 16, at 8 o'clock, Mr. Landon Ronald in the chair.

THE JACQUES-DALCROZE RHYTHMIC GYMNASTICS.—It is proposed to invite M. Jacques-Dalcroze and six of his pupils to give demonstrations in London next March, and a fund is being formed to guarantee the undertaking against possible loss. M. Jacques-Dalcroze will derive no pecuniary advantage from the visit, which will be purely educative. Inquiries or subscriptions to the Guarantee Fund may be addressed to C. B. Ingham, Esq., Moira House, Eastbourne.

THE Westminster Epilogue to the "Phormio" might supply Dr. Rouse with another proof of the adaptability of Latin to the most modern of topical allusions. Geta (Mr. Barrington-Ward, who had carried off the palm as an actor) was a blackleg—"En nota bestiolae! crux est tibi nigrum." Nausistrata, a peeress, is hindered in her flight by a harem skirt—"Harum certe obstat pars inhima: praepediuntur crura vacillanti." Sophrona is kept at home by the Insurance Act—"Ni lambo et lambo ut figatur regis imago Hic, aegrotanti pensio nulla datur." Even proper names are not too hard nuts to crack. Who can mistake "Conventus Hortus, ferrata via Orientis et Austri, Deliciae Turcae, Petrus Pictor non Leonardus"?

THE TEACHING OF ARITHMETIC.

(Continued from page 802.)

II.

THE papers issued by the Board of Education which deal with the teaching of Arithmetic or elementary mathematics are: "The Teaching of Mathematics to Young Children," by Miss Irene Stephens, Lecturer in Mathematics at the House of Education, Ambleside; "The Teaching of Mathematics in London Public Elementary Schools," by Mr. P. B. Ballard, District Inspector of Schools under the L.C.C.; and "The Teaching of Elementary Mathematics in English Public Elementary Schools," by Mr. H. J. Spencer, Head Master of the Bloomfield Road Council School, Woolwich. The Board of Education accepts no responsibilities for the statements and opinions contained in the papers; but, besides forming part of a volume of the "Special Reports," the papers are to be presented to the International Congress of Mathematicians to be held at Cambridge in 1912. While the last two of the above-named papers are markedly sound in critical judgment and helpful in advice, the first paper seems to us an inadequate and even faulty and confused treatment of the subject.

According to Miss Stephens's scheme, young children pass with alarming rapidity to symbols and writing and have soon said good-bye to the concrete, which should be "discontinued as soon as possible." This is an ambiguous phrase, but it fills us with misgivings when, further on, we read: "Once the concrete has been passed, it is better not to go back to it for assistance." This can only mean that the dullards are to be left in the slough of despond, plunging about in abstract number, with no hope of escape; for how can they be rescued save by a return to the concrete?

We do not wonder that the writer thinks that "ability to work with pure number is undoubtedly a function of some minds only." Though Miss Stephens advocates the teaching

of one method of subtraction, and that the complementary method, yet she seems to use the method of decomposition, and says it is the method "most easily explained"; and, further on, we read that "the method of equal additions is eventually a more rapid way of working subtraction and is therefore worth attention." This is running with the hare and hunting with the hounds.

Her treatment of division is even more puzzling. Surely both kinds of division involve continuous subtraction; and the subject is further confused by the misleading use of the word "sharing" in quotation instead of in partition. Nor will the young teacher be encouraged by the statement that "some children may not be able to do" long division, "but it is worth trying." We wonder when it is worth trying, and for how long; and do the children who cannot do it never do it from the cradle to the grave? Our imagination becomes as excited as Maggie Tulliver's did over Tom's Latin exercises. Our own experience is that, if children really understood short division, long division presented no difficulty. Though we agree with Miss Stephens that the scheme to be found in "existing and well known text-books" is capable of improvement, yet we cannot say that Miss Stephens has contributed much to our enlightenment.

If we turn from this paper to those by Mr. Ballard and Mr. Spencer, we get much sage counsel that teachers will do well to take to heart. It is encouraging to note Mr. Ballard's conviction that there is steady improvement in the teaching of mathematics in elementary schools. He says: "There is everywhere to be found less example-grinding and more thinking." At the same time, he gives us some very sound criticism of present-day teaching. As to infant teaching, he notes that the ratio, or measuring idea, is inadequately represented, and that lessons on one number tend to become very tedious, and in general there is too often no motive for the various numerical exercises. Further than this, he raises the question whether there is "any ultimate gain to be derived from specific lessons in number given to children under seven years of age." His own growing conviction would obviously lead him to answer this question in the negative, and with this we agree most heartily.

As to teaching in the senior department, Mr. Ballard gives an interesting analysis of the subject-matter of arithmetic taught from an investigation of seventy London schools. Some of the results are startling: 24 per cent. still teach true discount, 16 per cent. cube root, 4 per cent. alone teach multiplication by use of the largest multiplier first, 20 per cent. teach both methods of multiplying, 40 per cent. teach L.C.M. and H.C.F. by the "column method" only. He very justly criticizes the placing of practical work after the theoretical work has been taken, and also condemns its frequent lack of purpose.

He still finds that fractions are taught mechanically, without even diagrammatic illustration. The reason for this is probably that though, by paper folding in the infant department, children do a small amount of practical work in fractions, in the senior department this is not continued. Dare we hint that the trouble involved in giving the practical work is shirked, and hence all the work on fractions tends to be taught mechanically, and diagrammatic illustration does not follow on naturally from the children's paper folding and dividing?

We quite agree that the "ratio" method of proportion should lead to the setting down the problem in the form of a simple equation to be solved, but then it must be recognized that this is a method for a fairly late stage of development, and that in the early stages only the more cumbersome but very simple unitary method can be used. On the whole, Mr. Ballard notices an increasing degree of intelligence in the children's work and no noteworthy falling off in accuracy. Practical work is much more common, and the examples are brought into close relation with the children's everyday life; though the work has no special commercial or industrial bias, this is left for the Central Schools. There is a tendency to use the last year for recapitulation and practical applications rather than to give time to work in stocks and shares, discount, &c. Many schools now include in their

syllabus the elements of geometry and algebra, though in the latter case the treatment is not at present very satisfactory.

Mr. Spencer does not sound quite such a hopeful note as Mr. Ballard. He says that, "notwithstanding great improvement during the last ten years, arithmetic in most of our schools is still laboriously rather than well taught." As one proof of this fact he refers to the reports of examiners for the Junior Scholarship. But we do not think these results need entirely condemn the teaching. An examination candidate often reverts to old and bad methods, and so, where examinations are imminent, we can quite believe that both teacher and pupil may often revert to mechanical methods, where normally both are working on better lines. The newer ways have not yet become sufficiently habitual, nor is the idea sufficiently established that quality more than apparent quantity is best appreciated by examiners. He notes as the main difficulties in the way of general reform: (1) the size of the classes; (2) the heavy school curriculum; (3) the pressure of clerical work on head and assistant teachers, which leaves no leisure for supervision and conference to ensure continuity of method; (4) co-ordination with other subjects is either misused or altogether neglected. And as to particular classroom teaching he finds: (1) a lack of use of the concrete; (2) the neglect of oral in favour of written work; (3) the neglect of the understanding of fundamental principles; (4) examples set are impractical and needlessly elaborate; (5) work with fractions, both vulgar and decimal, is unnecessarily delayed; (6) the children do not form the habit of making rough estimates; (7) graphical work has been overdone. With regard to co-ordination and graphical work we have already expressed our opinion; with the other points no one would probably disagree.

These, in brief, are Mr. Spencer's suggestions and criticisms, treated of course more fully and in detail in his paper. Of the illustrative syllabuses for the Infant and Senior Departments, we would only say that, while agreeing with the method of development, we are not hopeful of being able to cover the ground so quickly, but we should not greatly regret the omission of Standard VII arithmetic, and more than Standard VII practical geometry, thereby spreading the preceding work over a longer period of time.

If, then, we review the whole subject of the teaching of elementary mathematics in schools in the light of the monographs we have considered, and of practical experience, these seem to us the fundamental facts that emerge. In this subject there is often a serious lack of the continuity of method which is all essential; this is especially noticeable in the passage of children from the junior to the senior department. The only possible way to remedy this defect is to have more frequent consultation between teachers of both departments, and to have one teacher, not necessarily the head teacher, as general supervisor, responsible for the methods adopted throughout the school. This plan would be far better than the passive adoption of any syllabus imposed from without, however detailed it might be as to matter and method.

To make this practicable, all teachers must have more leisure time, and in particular the superintending teacher must be freed from some of his regular class work. This does not imply a system of specialist teachers; but it does involve the addition of at least one member to the staff. Secondly, it is probable that specified number work will be deferred till a later age in the future; but we do not anticipate that the same ground will be covered in the shorter period of time. No teacher probably, in his heart of hearts, now wishes to give work of an elaborate and useless nature, based often on mythical or obsolete transactions; but if we drop this work, and think it undesirable to do no mathematical work in the last year, how are we going to fill up this time?

Various courses are open to us. We may spend the time in working at really practical applications in close connexion with the children's life, as in the case quoted by Mr. Ballard. When girls are given a course of domestic arithmetic, we may do work in geometry, we may do work in algebra. Any or all

of these lines of development are open to us. Now no text-book is of much avail in the practical course. Teachers must suit the work to their particular children, and this involves a considerable expenditure of time, more than can at present be afforded, and yet the work is highly desirable. As to the geometry and algebra, it is probably best to leave this to the teacher superintending the mathematics of the school. About methods employed there is, and always will be, divergence of opinion on minor details, and this is immaterial if only throughout each separate school there is uniformity of method.

Thirdly, there is still a noticeable failure on the teacher's part to obtain a clear understanding of fundamental principles, and also a too early and final rejection of concrete work. This in the main arises from the fact that teachers do not understand the fundamental principles themselves and know very little of the psychology of number. Also, when all is said and done, the classes are too large to make teachers willing and able to attempt much practical concrete work. We have, however, reasonable hopes of reduced numbers in classes.

The first points raise the whole question of the training of the teacher. The intending teacher depends for his training on his own experience, on indirect instruction through books, or on direct oral instruction.

We shall not far overshoot the mark if we say that 90 per cent. of the ordinary run of people, who have a sufficient power over elementary mathematics to use them as an efficient instrument in ordinary life, have no notion of the fundamental principles underlying the various operations they perform with ease. Use of the instrument does not imply power to teach the use to others.

If students turn to text-books on the subject, they are not greatly assisted. On the whole, mathematicians are not psychologists, nor psychologists mathematicians. One or two text-books are helpful—often very good as far as they go, but insufficient; others of a more advanced nature are quite beyond the comprehension of the ordinary student.

It seems, then, that the student must depend chiefly on oral instruction in the training colleges, and that no satisfactory results can be obtained unless a considerable amount of time is given to the study of these fundamental principles during the training course. We may be said to be advocating a counsel of perfection—smaller classes, more leisure for teachers, longer training for students; but it is a counsel that must in the end prevail, if only because of the insistence of both teachers and inspectors. Meanwhile, any such publications as those of the London County Council and the Board of Education must help the cause of good teaching by giving sure guidance and by arousing fresh interest in the subject.

FRENCH BY THE DIRECT METHOD.

THE direct, or conversational, method of teaching French has been generally adopted in girls' public schools. By its use the pupil is said to acquire a conversational facility impossible under the old regime, when a knowledge of grammar, tested by exercises of a dull and stereotyped pattern, and the ability to translate from English into French, and *vice versa*, formed the standard of proficiency at which the teacher aimed. The pupil had a sound grammatical knowledge of the language, was able to read it in the original with more or less ease, but she could not speak it. To enable her to do so, her studies were either supplemented by the help of a French governess at home, or she went abroad for a year or more.

It was felt that this system was not altogether satisfactory on two grounds: first, that to enable the pupil to speak a living language should be every teacher's first aim; and, secondly, that a foreign language should be taught without the intervention of the English idiom.

The Direct Method was thereupon introduced, by means of which the pupil was taught in French from the beginning, and a host of manuals flooded the educational book-market. The new method was hailed with acclamation, and in many homes the services of the French governess were dispensed with as being no longer necessary. In a measure, it has been successful, and is so still, but only under circumstances so ideal as seldom to exist, and, taking one consideration with another, it seems doubtful whether the results are at all commensurate with the expectations.

Briefly, the case stands as follows:—The pupils speak on certain set subjects dealing chiefly with concrete objects. They spell badly because too large a proportion of time is spent in oral work and in avoiding, by various devices, the use of English, which would clear up some doubtful point in a moment. Free composition has taken the place of translation from English into French, and the results are sometimes startling. For instance: "Hockey est un joli jeu. Je aime il très beaucoup. Hier nous avons une allumette contre une autre école. Nous emportons par six goals à quatre." This passage is quoted from an essay of a girl of fourteen. Their grammatical knowledge is not sound, partly because comparatively little time is devoted to that most necessary branch and partly because exercises, except in a form so simplified as to require but little mental effort on the part of the pupil, are out of date. "Learning without tears"—that is, the maximum amount of work for the teacher and the minimum for the pupil—is still an ideal generally accepted. Nevertheless, "Non sine pulvere palma" is as true now as ever it was. Thus, the results of this method of teaching a language, admirable in itself, are distinctly disappointing. I will try to indicate some of the reasons why this is, from the nature of things, inevitable.

It will probably be admitted that if a girl is to acquire a real conversational facility in a foreign language she must have frequent opportunities of speaking herself and of hearing others talk who are proficient in it. It follows from this that the classes must be small in number and the lessons many. In the majority of girls' public schools neither of these essentials is, nor can be, observed. To carry them out properly and successfully a very large staff would be necessary, for the provision of which there are no available funds. Classes then are far too large, and the individual pupil has but little opportunity of speaking, and cannot, therefore, express herself with any real fluency and ease, nor understand readily. The teacher, because of the unwieldy size of her class, is obliged to confine herself to a stereotyped catechism of question and answer, which is showy, perhaps, but seems to me to have but little ultimate value and takes up an enormous amount of time. The lessons are more or less on these lines.

"Qu'est ce que c'est que ceci?" the teacher will ask, holding up a pen. "C'est une plume," the pupil or pupils will answer. Various other objects will be named in this way, and the words written up on the blackboard. The pupils, at the end of a lesson, will have learnt the names of a few concrete objects which could have been memorized in a few minutes from a book. No English word will have been spoken, it is true; but the pupils almost certainly have the English equivalent of the objects in their minds, and in any case there is no trace of the give-and-take of ordinary conversation, its range and shifting flight from one subject to another. The concrete is there, but how seldom does everyday talk deal with that?

The number of French lessons given in the average public girls' school is three or four a week. It is surely impossible for a child to learn to speak a foreign language well if she only has three or four lessons a week of thirty or forty minutes' duration each: lessons given, moreover, to a large number of pupils of whom she is only an unimportant unit. The teacher, unless the school is exceptionally well staffed and the classes carefully graded, has another great difficulty to face. Throughout the year, pupils new to the school are constantly being drafted into her classes, whose standard of French is different from the average. Whether they know more or less makes little difference, since it is essential to the successful use of the Direct Method that the scholars in each class should be prac-

tically at the same stage of learning. The sudden appearance of a genius or an ignoramus is equally disconcerting.

There is another consideration, too, to be taken into account, and one which is largely ignored. The French language, *per se*, has not the smallest interest for the average child. He does not wish to speak it, still less to pronounce it in any but the most British way, and he has the most whole-hearted contempt for foreigners, their ways, and their language. The teacher has to overcome these insular prejudices of youth and awaken an intelligent and appreciative interest in a study of something intrinsically dull, and to which a considerable amount of drudgery and hard work is attached. She must, if she is to keep the attention of her class and make them ready and anxious to do their share of the work themselves, possess a lively imagination, much originality and force of character, inexhaustible vitality, and that most rare and precious of the teacher's gifts—personal magnetism. Thus richly endowed, she may and does obtain excellent results from the use of the Direct Method of instruction in spite of the difficulties with which she has to contend, but it is idle to say that these gifts are the common prerogative of every teacher. They are not, and, if Nature has denied them, the most perfect system of training in the world cannot bestow them.

Inspectors—men, for the most part, with no great knowledge of French—are apt to complicate matters, though with the best intentions, no doubt. For instance, a teacher who was anxious to dissociate French entirely from English in the minds of her pupils, had, with the consent of one Inspector, abolished the translation of French into English. The pupils read various books without translating, and were questioned in French to see whether they had understood the meaning. The following year another Inspector, a great believer, so he said, in the Direct Method, visited the school. He disapproved and insisted on the reinstatement of translation, because he considered it a valuable help in the study of English! So no doubt it is, but what becomes of the Direct Method, the main object of which is to teach French independently of English?

To this well meant effort to give pupils conversational proficiency in French—an effort, so it seems to me, doomed almost inevitably, under the existing circumstances, to failure, or attended at the most by a qualified measure of success—a very definite and valuable educational asset—culture—tends to be sacrificed. It is quite possible for a good teacher, with sufficient time at her disposal, to inspire her pupils, be the class large or small, with a genuine love for, and appreciation of, French literature, of a prose, almost unsurpassable, I suppose, for beauty of style and clearness of thought and expression. To be able to read the works of the great French writers in the original without the aid of a dictionary is surely of more real educational value to the pupil than for her to be able to make a certain number of remarks in French within very set and circumscribed limits. But the conversational fetish precludes much time being given to a study of books in a literary sense. Grammar, with its training in accuracy, is, as I have already said, elbowed out of the way for the same reason. Such snares, for instance, to the English child, as the use of the subjunctive mood—that revelation of the subtle French mind—are always spread before the feet of the victim of the Direct Method in its undiluted form. She constantly falls into them, but that troubles her not at all. "Where ignorance is bliss," &c.; but we may not truthfully say that a girl can speak a language who knows little or nothing of its characteristic idiom and spirit.

We may therefore come, not unjustly, to this conclusion. The Direct Method of teaching French in the hands of a highly efficient teacher, and under suitable conditions, has much to commend it. These conditions, however, so seldom exist in reality, that one is inclined to the belief that it would be more to the advantage of the pupil to give her a sound grammatical and literary knowledge of the language than a so-called conversational ability which means, more often than not, an unidiomatic literal translation of English

into French. The former makes at least a solid foundation upon which real culture can be built, so badly needed in this commercially minded age. The latter is a bubble pricked by the first French person the pupil comes across, who is, as a rule, quite unable to understand the "Stratford-atte-Bowe" version of his own language, served up for his delectation.

HELEN HAMILTON.

A GIPSY SCHOOL.

By SYDNEY WALTON.

SUMMER is ended. Our gipsy school must needs fold its tents and live in blinding walls of masonry the winter through. I know not how we shall endure it after the sweetness of the morning dew and the song of the seashore. Bricks and mortar will be a bandage about our eyes. The soul will cry out for light and air. It is easy to understand now why the wisest of all teachers forsook the dusty synagogue and sought instead the boat on the beach.

"Lavengro" would have been glad at heart in our company; so, too, Matthew Arnold's "Scholar Gipsy," whose mystic presence still haunts our heaths. Of course, we were not real gipsies, only make-believe ones; but their creed was ours, their eyes of wonder for sun and sea. "There's a wind on the heath, brother," we would call with like rapture as the breeze beat upon our tanned faces.

Our "Head" is a son of the country—thanks for that. It means much in the heart of a city, in a school built in semblance of a warehouse. (The day is coming when Education Authorities will require candidates to answer on official forms: "How long have you lived in the country?" Masters must know the language of Arcady or they may never reach the wonder-souls of their scholars.) The "Head" explained to us, in a private meeting at his home, his longing for the boys to see the country, to live in it for days together, until their spirits awoke within them. Then might they understand the literature they read from afar, as it seemed to him, so that the words were dim. He proposed, in brief, a school camp. It would mean the sacrifice of a goodly portion of the long vacation. Were we willing to pay so costly a price? An enthusiastic "Yes" went round.

Straightway we addressed ourselves to details multitudinous. To rusticate a school is not so easy a task as it may sound. Manna does not rain down, as in ancient days. The modern Moses must get into touch with local butchers and farmers, setting a face of flint against high charges. Most of our boys are poor, and it is the poor, the unprivileged in these matters, that we wanted with us. The Head Master travelled in North Wales, and found at Foryd an ideal acre or two. At prayers next morning he spoke of this new playground, set amid mountains and mere. A boisterous burst of voices responded to his challenge: "Shall we go?" I believe the boys marched with discontent to their classrooms of brick and mortar.

Strict economics (we spent hours over the problem, exacting the best terms from the railway companies; the Great Western took us from the Midlands and back for 5s. a boy) allowed us to announce 30s. as the total cost per head. It was a triumph of finance, when you consider, as we had reason to remember afterwards, that a boy's appetite doubles itself under the encouragement of country air, and that our tables, though plain, tottered with plenty. The Welsh lamb, by the way, we can never forget; it left the bones as if it were silk.

Our first difficulties were with the parents. Day schools have these hindrances—the mothers being of a most stubborn order—and must, I suppose, endure them. When we adopted the "Rugger" code lengths of written protest reached the Head Master's letter-box—and paper basket. We seem to have won the confidence of home, judging from the number of sons

committed to our care, though all we could offer was a sanctuary of canvas. The "Head" whispered to us his secret joy at having the boys sequestered for many a Spartan day from the fondlings of indulgent parents. One of the sights of camp is the gladness with which the young rebels had their emancipation. Dress, for example, is optional in our gipsy school. And, if it be not too dangerous an epigram for a schoolmaster to use, it is the naked children he wants—not for his cane, but that his heart may have its will. I shall recall young Caldred, a spoiled child, every bit of the true boy petted out of him at home. He turned gipsy with us. We found in him a savage, delightful, winsomely wild.

A picturesque encampment awaited us at Foryd. "Encamped" is too threadbare a word to use in description of the journey down. New wine needs new wineskins. These boys feasted on beauty of landscape. I began to wish I were a boy again—to see Nature for the first time without the dust of the poets about the eyes. Three masters and two Army cooks formed the pioneer party. They raised tents, dug latrines, and made ready, in fact, our flimsy household on the beach. The history specialist, an Oxford man, gave us much amusement. He looked a navy every inch of him, save that the inches were few. His hands were red and blistered with energetic digging; and, soap having been forgotten from the pioneers' baggage, the finger-prints of yesterday were still upon him. But he was loud in praise of the spade for cutting away the cobwebs of term.

The first night was a tempest. Our real responsibility as proxy-parents fell heavily upon us. A wind sprang up, grew into passion, and whipped the tents with violent outbursts of fury. The pioneers trembled for their handiwork. We made hurried arrangements with a Welsh farmer (a hospitable old soul, though he charged us far too high for eggs) to have his hearth and his barns for the night if the canvas roofs gave way. Meanwhile, we went the round with our lanterns and kept vigil far into the night. One scene—so sweet it was!—I shall never forget. Mrs. Browning speaks somewhere of children's chambers which "the thunders cannot break." Scarcely sleeping in one storm-drunken tent were six of the youngest boys—babies of camp. To our challenge: "Is all right?" they returned no answer save a pleasant breathing.

Reveille was at six. The winds were at a whisper, and the boys dart out for a morning bathe and a gambol along the beach. They rejoice in the water stretched out before them in blue mystery. By some caprice of Nature, boys loathe to wash, but love to bathe. Tents are to be put tidy for inspection before breakfast. One of the masters goes the round. A pleasant rivalry grows up among the groups. Tidiness, first an ambition, becomes a habit. I claim that it is a habit which enriches a boy's work in school—slovenliness, whether of thought or word, being one of the evils of the present generation.

Prayers before breakfast—in the open, of course, amid the music of things. After breakfast, chats with the "doc," for personal hygiene must be taught in our gipsy school, the latest rostrum in the world for such preaching. We grow intimate with our boys, tell them how to hold the body in reverent restraint. Then, rambles, Nature study, mountaineering, "sunburnt mirth," picnics, revelry in the playrooms of Nature, a gipsy programme, in fact, and such as may cause a boy to find his lost legacy.

The boys develop amazingly—I mean in the sense of an awakening soul. I think of Richards Major. He had an ill name in school, but a grand reputation as a gipsy. Back in the classrooms, amid the chalk dust that makes us see things, we carry visions of the boys as they were on the beach. These visions are Hope's keepsakes. When supper comes, and the boys have stolen to their tents, we—their fathers and lovers, too—sit in the "Head's" quarters and discuss our charges and our ideals. We have found it worth while to have a gipsy school, for we believe it is better than the school dreamed of by architect. It is the original school in which the boy-man first learned the lessons of the world.

GIFT BOOKS.

The Air Scout. By HERBERT STRANG. (6s. Henry Frowde and Hodder & Stoughton.)—Mr. Strang has anticipated the events of the past few weeks in providing the ground work for this excellent story. He has imagined the growth of Chinese power under a republic, and its possible effect on world politics. The Chinese make a sudden descent upon Australia, planned secretly and well developed up to a certain point. All depends, however, on the President of the Republic, and when he is captured no one is found to carry on his work and the invasion fails. Noble and Cullendar, two cousins, who are expert airmen, give very valuable help to the Australians in repelling the invaders, and in the course of their work with the Australian army go through many exciting adventures. Mr. Strang has made good use of the contrast between Eastern and Western minds, and has written an excellent boy's book. The illustrations by W. R. S. Stott are above the average in merit.

The Hero of Panama. By Captain F. S. BRERETON. (6s. Blackie.)—This is the story of an American boy, Jim Partington, who is left with little money to look after a young sister. He saves the life of a man who has influence on the Panama canal works, and by this means gets good employment. He soon justifies his selection by his energy and cleverness. In fact he is largely responsible for the capture of a band of thieves who are doing much damage to the canal workers, and he also prevents a terrible collision on the railway. The account of the pursuit and capture of the thieves is well written, and the characters of Jim's faithful servants, a negro and a Chinaman, are vividly drawn. The hero is a trifle too heroic for our liking, and the opportunities for the display of his courage and address are piled on too thick, but the book is eminently readable. It is well illustrated in colour by William Rainey, R.I.

Famous Sea Fights from Salamis to Tsu-Shima. By JOHN RICHARD HALE. (6s net. Methuen.)—Of the fourteen Famous Sea Fights here described in considerable detail, we would wager that the average Sixth Form boy would be unable to tell in what century, and between whom, more than five were fought; yet, if all the fourteen are not of historical importance like Creasy's "Decisive Battles," all deserve the epithet of "famous." It is a book rather for the professional than the lay boy, and, with the clear plans of all the modern battles, might well serve as a class book at Osborne or Dartmouth. One lesson enforced is that the men behind the guns are no less an important factor than in the days of wooden walls. On one small point we must express our dissent from the author. He holds that a trireme was a vessel with three men to each oar. Monuments and the very names of the three sets of rowers refute this hypothesis, and Dr. Warre cannot be dismissed as a classical scholar who knows about boats and rowing only from books.

The Romance of Aeronautics. By CHARLES G. TURNER. (5s. Seeley.)—Mr. Turner is himself a highflyer, and he gives us here the latest up-to-date romance after a preliminary chat on the aerologers (to coin a corresponding word to "astrologers"). We begin with the Montgolfiers and end with a photograph of General Cartier's camp taken from an aeroplane during the Mexican troubles of last spring. It is a fascinating record of the triumph of science and of adventure in a new element.

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The Roll Call of Honour. By A. T. QUILLER-COUCH. (6s. net. Nelson.)—The introduction at once differentiates this from the hardy annual of the book maker. The nine lives here recorded have not been taken at random, but carefully selected to illustrate and enforce Sir Arthur Quiller-Couch's idea of heroism. He has not forgotten his Aristotle, and after the manner of the Ethics he finds the five distinctive marks of the hero to be self-devotion, continuous and sustained, deliberate and conscious of its purpose, its object an idea, not a person or a group of persons, and lastly it must produce noteworthy results. This bare enumeration will probably leave the impression that Sir Arthur has bowed in the House of Rimmon and worships Success, but he is careful to guard himself against this misinterpretation. We are ready to pass all his nine heroes, Bolivar included, and the two or three more, including Tolstoy, whom he hopes to add to the roll, but we may fairly question whether the roll will be then complete. A comparison with Carlyle's "Heroes" is inevitable, and we note at once the difference that here the poet and the thinker (with the possible exception of Pasteur) find no place. All nine are men of action. We may on this score quarrel with the choice, but for the treatment we have nothing but praise. The stories told were nearly all familiar to us, but we re-read them with new delight as retold by a master hand.

Ocean Warriors: Famous Sea Fights recounted by Famous Men. (2s. 6d. Nelson.)—The title must not be taken too literally. The fights are some at sea and some on shore, partly historical and in part romance. They include Anna Gurney (who merited a better bard than Joanna Baillie), Addison's "Frozen Voices," and Poe's "Descent into the Maelstrom." The ingredients are good, but we cannot approve the admixture.

John, the Companion of Jesus. By ROBERT BIRD. (5s. Nelson.)—"The apostle John is presented in a new light as a fellow countryman who believed in Jesus. . . . The story is told in realistic pictures giving form and colour as with a brush." This may be only the humility that apes pride; but Mr. Bird would have been better advised to leave it to his readers and critics to discover for themselves his originality and power of word-painting. When he adds that John in his message to the young lived close to the heart of a little child, he is on safer ground; and though the book is neither original nor learned, yet we can endorse his claim to have told the story in a way which will commend itself to the young. They should be cautioned, however, not to trust the author as a historian. The chapters on Britain, hung on the slender thread that John may have visited London, had better be omitted, and one sentence will suffice to show the limits of Mr. Bird's classical attainments: "When Cicero the poet, whose verses are read in our schools, was banished from Rome to Thessalonica, two hundred years before the time of John," &c.

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(Continued on page 30.)

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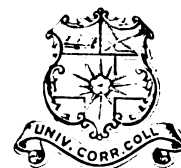
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NOTES ON EDUCATION IN 1911.

By "AN OLD FOGGY."

REVIEWING the raw material relating to the educational topics of the year, I wish, with Canon Dennis, I could claim to possess "a light hand with what is sometimes heavy pastry." Educational pastry-making is a troublesome profession and engages the energies of pastry-cooks innumerable. An enterprising medical practitioner of my acquaintance has diagnosed a new disease to which children are susceptible. He calls it "Pedagogophobia." When I observe what Canon Lyttelton calls "the weltering chaos of conflicting and unassimilated principles in which the profession flounders," it seems that, in the busy world which you frequent, pedagogomania is epidemic. There is little except stale pastry in the educational records of the year. Revolutionary political events absorbed the attention of legislators, and, although numerous Bills were read a first time, the schools were left alone. Had Mr. Holmes not issued the notorious circular, or had he written with advice and meditation, "seasoning all with humanity and sweetness," the educational year would have been dull and uneventful. And perhaps Mr. Runciman would not have been invited to devote his somewhat over-rated abilities to matters bucolic and piscatorial.

Mr. RUNCIMAN, I observe, speaking to some league or other, said: "The first duty of a Minister of Education when other questions have been got out of the way will be to see that the Education Act of 1902 is wiped out." This utterance confirms an impression I ventured to form regarding the qualifications of this gentleman to merit the prizes awarded to him in the school of politics. A statesman in a position to acquaint himself with the facts would not say that during the past ten years the development of education has been retarded. On the contrary, he would observe indications of substantial progress in all branches. All that has been accomplished was rendered possible by Mr. Balfour's Act of

1902. When, however, a member of the Cabinet, who for five years has had peculiar opportunities of informing himself, announces it to be his first duty to "wipe out" a great reforming measure, he is, I think, incapable of forming an impartial opinion or has surrendered to political prejudice his capacity for judgment. In the matter of the Holmes Circular Mr. Runciman, confronted with a difficult Parliamentary situation, failed to rise to the occasion. He should have lain low and not attempted, like Bottom, the Ercles' vein.

* * *

ELEMENTARY-SCHOOL teachers, it is not surprising, perused the circular with "indignation, resentment, and disgust." They saw in it the "revelation of a policy planned with Machiavellian subtlety and pursued with Machiavellian stealth." The surprising thing is that a man who, in his personal relations with teachers, "avoided all suspicion of arrogance" and was much revered, should have been able so successfully to dissemble his opinions. But, if what was written by this high official was a correct description of the limitations of a class and a legitimate criticism of their work, the manner of doing it was as completely erroneous as Mr. Runciman's manner in the House of Commons. The chief official of the ubiquitous gentlemen who constitute the eyes and ears of the Board is quite entitled to form the opinion, "on information received," that elementary teachers employed as Inspectors by Local Education Authorities "are creatures of tradition and routine," uncultured and imperfectly educated, "vicious," and a hindrance, rather than an aid, to educational progress. Holding this opinion, it was his duty to report this disturbing condition of affairs to his official superiors. Further, it was the plain duty of the official superiors, if they accepted the dismal conclusion, to inform the Local Education Authorities with all speed. The Board, no doubt, would justify their failure to adopt this course on the ground that it would be an interference with the discretion of local bodies. The Board unfortunately has never displayed any reluctance to intervene in numberless administrative trivialities which do not matter; but on this vital question, that does matter, the existence of Inspectors who "stereotype routine," "perpetuate cast-iron methods," and form an effectual bar to development and progress, the Board has not the courage of its convictions. This, in my view, is the disquieting conclusion to be drawn from the incident of the Holmes Circular. Mr. Holmes might repeat a rejoinder attributed to Matthew Arnold when the policy of the Board was questioned. "Madam," he said, "your logic is irresistible, but unfortunately I work for an ass of a department."

* * *

IN the discussion in Parliament on the Circular, Mr. Balfour said, among many other appropriate things: "My only regret with regard to the great Education Authorities who have control of the policy of education in their counties is not that they are too independent of the department, but that they are not independent enough. . . . And I should like to see them with a policy of their own suited to the peculiar needs of their own districts, and less subject to the cast-iron system that may be good for one part of the country and not good for other parts of the country, at the same time." Mr. Balfour passed the Act of 1902 intending to decentralize educational administration. But, although responsible Local Education Authorities have been established, the Board has deliberately manoeuvred to control their activities in every particular. The waste of time in needless correspondence, the waste of money in the performance of the same duties by officials, central and local, is scandalous. Local Authorities have brought into existence elaborate administrative machinery. It is well adapted to relieve the Central Department of much detail and routine. Far from adopting a policy of devolution, the tendency has been for the Board to extend its sphere of inquisition and interference. That this extension is in a pernicious direction is demonstrated by the rapidly increasing cost of central administration. In 1902-3 the expenditure was £149,668; in 1909-10, £205,848.

EX-H.M.I. HOLMAN reminded some one recently that the Board of Education is sometimes a junior official, sometimes a senior official, sometimes one of the permanent secretaries, sometimes the permanent Head of the Department. During the past eight years the Board has been Sir Robert Morant. A man of conspicuous capability and exceptional determination, he has reorganized, regulated, and ruled a great department of the State. He has also successfully checked any idea of transferring responsibility from Whitehall to local areas. He has now perhaps completed his effectual work, and it will be advantageous for "the system" to be controlled under less pressure and to be granted a period of rest. Sir Robert Morant's withdrawal from the Board will be lamented by some who realize the difficulties of the position he has so adequately filled; it will be regarded with satisfaction by those who believe that a large measure of devolution is essential in educational work; and it will be loudly applauded by others who clamour for sympathetic consideration of sentimental grievances. Among Sir Robert's legacies to the Board is a gentleman of unquestioned, although I am told somewhat perverted, ingenuity, who now occupies a position of responsibility. The esteem with which he is regarded is illustrated in the conundrum: What is the difference between the Board of Education and Mme Tussaud's? To the initiated the answer is simple. Has not the establishment in Baker Street a Chamber of Horrors!

* * *

WHEN "a simple child that lightly draws its breath" comes to be reared solely for the benefit of psychological observation and research, it may look to have a good time. "Perhaps in future," Dr. Slaughter is reported to have said, "we should give the child six hours in the playground and one grudging hour in the classroom—the psychology of the child can be better studied in the playground than in the classroom." This arrangement, so acceptable to the child, would solve immediately the difficult matter of smaller classes in elementary schools; it would settle the question of school accommodation for many years. The energies of the teaching staff might be concentrated during each grudging hour of school attendance on a fifth of the children on the registers, while the remaining four-fifths exhibited their natural instincts in the playground to the delight of a trained certificated and registered psychologist appointed by the County Council and approved by the Education Board.

* * *

IT is old fashioned to suggest that children should be rendered reasonable rather than reasoners, and that the first thing to teach them is that it is reasonable for them to obey and unreasonable for them to dispute. The new fashion is to assume old heads on young shoulders—to imagine that, if left to himself, the child will do what is right and discover instinctively what is worthy. But a child, as Canon Wesley Dennis reminded a gathering of teachers, "like a puppy, has to be taught obedience. A child, like a puppy, has a very elementary sense of right and wrong. The sweet and pleasant attracts, the opposite repels. Work is shirked if laborious; looseness comes easily if unchecked." The comparative failure of the costly system of national education in this country is unquestionably due to a relaxation from the mental and moral discipline of strenuous work.

* * *

DR. GOW is of opinion, and I agree with him, that during the last ten or fifteen years a considerable mistake has been made in the conduct of primary schools. "Until that date," he says, "expertness in the three R's was the criterion of excellence, and though the children learnt little else they learnt these thoroughly." The element of thoroughness, valuable in all branches of education, has been crowded out in a large number of elementary schools. The curriculum has been "enriched" by the addition of new subjects; methods of teaching, well tried and simple, have been discouraged in favour of novel experiments. The plain and wholesome, if limited and unattractive, mental fare of an earlier day has

been superseded by a varying diet of fancy products. The substance has been dropped in pursuit of the shadow. A condition of affairs is assumed which does not at present, and cannot for many generations, exist. All the little boys and girls are supposed to possess the same background of intellectual receptivity and a potential capacity which will respond to any stimulus or demand. The system is a failure, and those in authority must know that it is a failure; but their conception of a remedy is confined to the appointment of additional Inspectors or the framing of regulations involving additional expenditure.

I READ with interest the report of a discussion at the College of Preceptors on the "School as a Direct Preparation for the Work of Life." The subject stimulates the jaded brains of pedagogomaniacs. Translated into the language of the expert, it is termed the "rationalization of occupational education." I don't quite know what this means, but it sounds very fine! That the school, whatever its curriculum, must be a preparation for the work of life is a platitude. But I assume the advocates of occupational education want something more than this. They desire the school to prepare for a definite calling. There was a time when the would-be elementary teacher was subjected to the process of "occupational education," first as a "candidate," then as a pupil-teacher, and finally as a student in a training college. The result has been, to quote the Holmes Circular, the production of teachers "uncultured and imperfectly educated" and "creatures of tradition and routine." In this important profession, therefore, vocational schooling has been abandoned in favour of a liberal general education. I agree with Miss Buleraig, who suggested that those who were old enough to have seen the failure of experiments promoted by able men and women in the past might be pardoned if they were not ready to acknowledge that everything old has been a failure and everything new was going to be a success.

A YOUTH of my acquaintance, in my village, aspires to become an elementary teacher. He has just been presented for what is known as the first part of the Preliminary Examination for the Certificate, of which one of the subjects is drawing. I referred last year to a new missionary appointed by the Education Board who is permitted to promulgate a new gospel for the teaching of drawing. This examination test, I assume, is an illustration of this gentleman's ideas of what is required. It was as follows:—

Make a drawing from memory of *one* of the following groups of objects as it would appear if placed several feet in front of you below the level of the eye:—

- (a) A basket with flat sides and a handle, an earthenware jam jar, and two apples. Or,
- (b) A barrel, a rectangular packing case, and a coil of rope.

What is this test supposed to discover; of what use is it as a means of ascertaining whether the student is competent to teach drawing in an elementary school? The teaching of drawing in elementary schools, if it is to be of any value, must concern itself, first and last, with training in the accurate representation of things observed. This being so, the teachers must also be trained to see correctly and represent with accuracy a given object. Why, therefore, waste their time by imposing upon them a futile exercise which is not a test of careful observation or of ability to draw correctly? The youth from this village has been trained to endeavour to observe faithfully and to represent truthfully common objects and natural forms—"not to compose nor imagine nor experimentalize, but to be humble and earnest in following the steps of Nature and tracing the Finger of God." He has been taught also that the Board which he is to serve now discourages in elementary schools the memorizing of the multiplication table and other useful "aids." But, although he could not remember having seen a basket with flat sides and a handle, he "drew on his imagination" and left the examiner to imagine that the jam jar and the two apples were

WHEN experts, in search of something new, discuss the merits of tinkering the curriculum with "occupational" intent, it is refreshing to turn to the utterances of a distinguished man of science who does not suffer faddists gladly. At a conference on the training and education of engineers, Prof. Silvanus P. Thompson urged the necessity in secondary schools, both old and new, of a definite educational aim—an educational, not an occupational, aim. He alluded to the report of a special committee appointed by the Institute of Civil Engineers which deprecated "specialization" up to the age of seventeen, considered that a leaving examination in secondary schools was advisable, and wished for the instruction in mathematics to be somewhat modified. As to teaching science, the committee regarded a general knowledge of elementary physics and chemistry as preferable to the pursuit in detail of any particular branch. Prof. Thompson, while admitting that the study of the now discredited Euclid in the hands of an indifferent teacher was probably the worst possible way of teaching geometry, deplored its neglect. He expressed the deliberate opinion that boys nowadays are less capable of following a sustained train of thought than they used to be. "The mental discipline of a chain of connected thought is strange to them. There may be other causes also," he said, "but this is a cause."

THE heuristic method, said Prof. Thompson, a method used in degree by every teacher since the days of Socrates, has been absurdly pressed even to the detriment of progress. The untiring, if rather tedious, exhibitor of the "method"—despairing, I suppose, of securing by Act of Parliament the appointment of a man of science accustomed to adopt the attitude of a discoverer as the head of every school—suggests an attractive alternative, abolition of the head master. In place of this autocrat he would appoint heads of departments of co-ordinate rank and equal pay. "Co-ordination" and "equality" are expedients frequently discussed by Associated Head Masters. Perhaps a new Association will be formed for the extension of the principle and resolve that the organization of the Government would be improved if, instead of a Prime Minister, members of the Cabinet enjoyed co-ordinate rank and equal responsibility.

So you are to have your Register of Teachers—or, perhaps I ought to say, council representative of the whole of the teaching profession charged with the duty of framing a Register. Well, I hope you will be happy when you get it! I have perused Sir R. Morant's full and frank report of his several conferences with the agitators, and I must confess a failure to discover any probability of a Register, within the limitations of the Act of 1907, likely to be of any conceivable value to anybody. Between the different grades of teachers to be enrolled "there is too great an inequalitic and distant proportion." At the conferences, I observe, the delegates, unable to suggest any practicable solution of the many difficulties likely to arise, complacently ignored them, and clamoured not so much for a Register as for the establishment of a professional Council. Sir R. Morant, on behalf of the Board, discreetly washed his hands of the whole business and said in effect: "If teachers, elementary and secondary, teachers of art, music, and technology, teachers of the deaf and the blind, imagine their interests to be identical and insist upon getting into the same boat, the Government is not going to act as pilot or insure the craft." But it will be launched by Order in Council! If teachers want to form professional unions, why cannot they do so? And what is to prevent the different sections from forming registers?

REPLYING to the inquiry why her child was not at school, a parent wrote: "Jessie isn't coming to school until you get her some boots. If the County Council expect me to *allow* my child to come to school, I expect them to provide her with proper boots and clothes." The father of this girl, it is

stated, was working and quite able to provide what was necessary. But why should he do so? Jessie's parents have observed, no doubt, the rapidly increasing disposition on the part of the State to relieve them of their responsibilities. Jessie has been compelled to attend school; she is provided with the materials for study free of charge; has been fed, perhaps, and assuredly medically inspected and "followed up." The benevolent Authorities who insist on doing so much may certainly be expected to provide proper "boots and clothes."

* * *

WE must not only make it worth while for the child to attend school, but provide substantial rewards for industry. This is a letter, said the High Master of the Manchester Grammar School, which appeared in a Manchester paper after the annual prize-giving: "Dear Sir,—If I had known that the prize which was handed to my son yesterday in the Free Trade Hall, and for which he worked so hard, was going to be a book of such paltry value, I should never have encouraged him to work for it as I did.—Yours faithfully, INDIGNANT PARENT."

* * *

In pursuit of the policy of requiring public authorities to do what people ought to do for themselves, more officials are to be appointed to see that Jessie's brother Thomas when he leaves school obtains suitable employment. This is on the assumption that, when a boy can get a place to run errands at 5s. a week, the father fails to realize that he is only helping the lad to become a loafer. And when a position agreeable to Jessie's brother and to the officials in charge of the Employment Bureau has been discovered, the unfortunate employer, if the Union of Teachers has its way, must, under a penalty, see that Thomas until he reaches the age of eighteen periodically produces a card "attesting his attendance and good conduct" at continuation classes. And I gather that, if this process is a failure, Thomas should be entitled to live like a gentleman. "It shall be the duty of the State," the teachers suggest, "to make provision for the maintenance of any young person who may be deprived of the means of living as a result of the operation of any National system of education." In his flutter with the rate-payers it is "Heads I win, ditto tails," for Thomas.

* * *

THE National Society for Promoting the Education of the Poor celebrated its centenary during the year. Its record is a brilliant one. In these days, when little can be done without the stimulus of State aid or the infliction of a local rate, the sacrifice and voluntary effort represented by the schools founded by the Society are ignored or discounted. Early in the last century the establishment and maintenance of a school was not easy of achievement. An old school-master records the proceedings at a public examination held on the anniversary of the opening of his school. After chapters of the Bible had been read by the barefooted ragged little lads, "we showed our writing on slates, which was very good indeed, and then proceeded to work sums in the simple rules. So quickly and correctly were these done that some of the assembled company openly expressed alarm, and the chairman was obliged to explain that these boys were to be advanced no further, and that, in fact, they were on the point of leaving school to go to work, having finished their education. Only this qualifying assurance prevented certain of the half-hearted patrons withdrawing their subscriptions." In 1811, of a total of 1,141 schools then in existence, 1,059 were associated with the Church of England; forty years later the number had increased to 8,571, and in 1901 to 11,734. The Act of 1902, it was anticipated, might prove a slippery slope for voluntary schools, and in 1910 the number of Church schools was 10,409. The buildings afford accommodation for between two and three millions of children, and their replacement value may be estimated at about twenty-five millions.

ALTHOUGH Mr. Sadler speaks much and has a rich gift of language, he is never afflicted with what is termed "logodiarhœa." He suggested some time ago, I see, that in these days we labour under the disadvantage of an uncertainty as to the efficiency of one particular form of intellectual training and also from a reluctance to submit to authoritative control. One of these days, perhaps, a Prime Minister will consider whether it is worth while to arrange for a body of experts to review as a whole the work now attempted in the schools—elementary and secondary—with the object of ascertaining whether they are trying to do too much or too little, on right or wrong lines. This task might be a fruitful one for the Consultative Committee, which hitherto, according to Canon Lyttelton, has been kept out of mischief by being saddled with a mass of intricate and nearly insoluble problems. Our reluctance to submit to control in educational matters is due, I think, to a doubt as to its authoritative character. It is so frequently a control, not of the nation's best intelligence formulated with care and deliberation, but the "expedient," the "idea," or "fad" of an individual who happens to occupy a position of responsibility. Or it may be the control of a number of officials, and, as R. H. Quick would have said, represents collective folly, which is much more capable of expression than collective wisdom. With a new President of the Board, a new Permanent Secretary, and a New Year, we may look forward, perhaps, to a new order of things in the future. Moreover, "fear, desire, and hope draw us ever towards that which is to come, and remove our sense and consideration from that which is."

TWO SCHOOLS IN NOVA SCOTIA—AND A MORAL.

By CONSTANCE MEYERSTEIN.

WE each of us secretly worship our own special niche in the world. The soft impeachment may be denied, but, in his heart of hearts, the lawyer is always legal, the physician medical, the business man commercial. Hence, on holiday-making intent, with no thoughts of school hygiene or heuristic methods or any other educational problems, I lightly fled to Canada, and, within the first week of my sojourn, I found myself spending a whole day in a Nova Scotia school. The little town of Guisborough numbers about 1,500 souls and is important as the county town for the county of Guisborough. Here are, perhaps, a dozen shops, two small hotels, the blacksmith, the cobbler, the horsekeeper, the lumberman. The rest of the inhabitants are chiefly fishermen and farmers. A fine, upstanding, honest, industrious race—poor if poverty is measured by the counting of shakels, rich if contentment and health and the power of satisfying needs count as wealth.

Independence and unselfishness are virtues dear to the Nova Scotian; also a certain large and noble patience, developed from long struggles with the remorseless forces of Nature. He has the kindly and courteous manner that springs from "politeness of the heart," and a fisherman who rowed us for two hours while we fished refused to take the payment agreed upon. "The pleasure of seeing the ladies enjoy themselves so much is quite enough" was his firm declaration. I am told that this experience of ours is by no means exceptional.

The Nova Scotian is a strong and forceful personality, and counts largely in the development of Eastern Canada. In all human communities there are social grades, and Guisborough is no exception to the rule. It is a democracy; but democrats as well as aristocrats divide themselves into classes. The school trustee is a storekeeper; the executive officer and prosecutor for the local option act is a farmer and fisherman; storekeepers are the municipal representatives. They take

much interest in their school; but they have the defects of their qualities. This shows itself in the decorations of the schoolrooms. The walls were rather bare of pictures, and the few I saw were inartistic and uneducative. My mind regretfully returned to a school I visited last summer in a very small German town. Pictures and maps suitable to the lessons of the term were hanging on the walls—the teacher could refer to them at any time and thus visualize his words to his pupils. In a carefully indexed cupboard were more pictures and maps to replace the ones in use should the head teacher think such a change desirable. In the Canadian school maps were conspicuous by their absence, and of scientific apparatus there was no trace.

The school trustee labours under the disadvantage of lack of comparison with, and lack of understanding for, the realities of education. Memorized bookwork—that ideal of the Middle Ages—stands for “education” in the minds of those who have had no opportunity of grasping larger issues, and it is natural that the Nova Scotian should act on those narrow lines. One must look to time and experience to broaden his views.

The little town itself lies on the shores of a harbour, an inlet from a large bay which opens into the Atlantic—the sea is at its feet, low forest covered hills rise behind it, the soil is poor, the climate in extremes. There is but little money, and barter is still a commercial method; local option has been adopted and strictly enforced, so there is but little drunkenness. There is no town nor parish hall, there are no concerts and no dramatic entertainments—a remote and peaceful spot where family life still reigns supreme.

The school house is a large one, airy and well lighted. It includes the public (elementary) school with its nine grades, and the high school with its three grades. Miss M. is the principal of both schools, and rules a kingdom of some 109 children. From the High School they pass on to college, either in Halifax or Truro (a neighbouring town) or Montreal.

There are three teachers in the primary school—each takes three grades. Miss M. herself is the entire “staff” of the High School, which interested me more particularly. The day I visited her department there were forty-three pupils present: thirteen boys and thirty girls. They varied in age from perhaps fourteen to seventeen years. I remarked on the greater proportion of girls, and Miss M. explained to me that the boys generally became farmers or lumbermen or fishermen and leave school early. The girls became teachers or stenographers, and went to college accordingly. I was appalled by the number of subjects the unfortunate children had to learn—ten in all. These subjects are English, composition, mathematics, botany, physics, geography, French, German, Latin, and Greek. Two of the languages are optional. That any adequate knowledge of each of these ten subjects could be held by any ordinary brain seemed to me to savour of the phenomenal, and it was with difficulty I realized that Miss M. single-handed prepared these children for the examinations that were imminent. She was a pretty and charming young woman, she worked night and day to keep her scholars and herself abreast of the mass of information required of them, and the result, as far as education was concerned, was pathetically limited. I heard arithmetic, mathematics, French, and botany lessons, all taught with answers to the examiners’ questions. The botany lesson was a lesson of flowers; the French lesson was a parrot-like repetition of grammar and sentences memorized. I could not begin to think of the Greek and Latin, and the mind of the teacher must consume her to cope with the demands of the Nova Scotian Board of Studies.

I was struck with the conscientiousness both of herself and of her children. Teaching was to her a vocation as well as a profession, and her children’s success was so much to her that she gave up her evenings to the friendly coaching of the more backward candidates. They were as anxious to learn as she was to teach; she had created an atmosphere of industry and affection. Given a reasonable curriculum and a larger staff, great results should be forthcoming with this material.

A Country School.

Some three miles from Guisborough is a district of scattered farms, separated by stretches of balsam and spruce wood—rough and infrequent roads connect them with each other and with the little country school, where fifty children assemble daily. There is no compulsory education in Canada, and no age limit, so the boys and girls ranged from six to fifteen years, and four of the elder ones were preparing to enter the high school in Guisborough.

A young teacher of nineteen constitutes the staff. The course of pedagogic training is spread over four years, and is divided into four grades—D, C, B, and E. Between each grade the teacher is free to get her practical training by taking charge of a country school. There she remains a year and then returns to college to continue or complete her training. I say “her,” because nine-tenths of Canadian teachers are women. The salaries are very low, the work very hard, and men are not attracted by a career that offers so little financial inducement. Miss L. has given one year to the South Manchester Country School, and returns to college this autumn.

This annual change of teacher is doubtless trying for the children, as there is no permanent staff to keep up continuity; yet, as a method of training, it must be an excellent one. The plan has, I gathered, arisen through the shortage of teachers in Canada. I see in the report on the Quebec province that certain schools cannot be kept open because there is an insufficient number of teachers, and it is imperative to take advantage of their services all through their college course.

One morning’s visit hardly entitles one to have an opinion on the teaching, so I give my impressions of this country school for what they are worth. The actual grounding in reading and writing was good; the children really learnt to read and write so that the knowledge became part of themselves, and I doubt if they will ever forget it. Arithmetic was more artificial; they learnt rules by heart, their reasoning powers were undeveloped, and “factors” were unknown quantities. They appeared conversant with the geography of their own province, and desultory questions were put to the candidates for the high school on the names of chief towns or rivers in various countries of the four continents. I heard no history lesson, but I gathered there was no co-ordination of subjects, and the school Readers were chiefly short stories and easy poetry. But, if the Education Authority had not learnt to frame a wise curriculum, its representative—the teacher—had learnt to evolve character from her pupils. Miss L. had obviously gained their affection and respect: a pleasant order was maintained by her gentle firmness; her desk was covered with flowers, gifts from the children; and they one and all expressed deep regret at her imminent departure.

A pleasant school entertainment stands out in my memory. A hot, sunshiny afternoon in July—a beautiful drive through the pungent balsam woods, with distant glimpses of a blue sea—a clearing in the woods and there was the little school, while down the road, all dressed in white, marched the young schoolmistress at the head of a procession of her girls. The children had decorated the school with spoils from the woods, and we sat in a bower of branches and flowers. One of the school trustees—a local farmer—took the chair and gave us a short address, calling us “friends, parents, and electors.” Then the entertainment began; every child, either singly or in class, contributed by reciting or acting. The subjects were chiefly chosen from their reading books, and great trouble had been taken in selection and rehearsal; so they acquitted themselves to the satisfaction of the school trustees, the parents, and the visitors.

The afternoon closed with another little speech from the chairman, a warm vote of thanks to Miss L., and cordial and sincere words of regret at her decision to leave the South Manchester School.

A Conclusion.

Plato in his “Republic” sketches a complete curriculum for the youth of his country. A modern Plato working in the

light of modern needs would be a Providence to his nation could he induce his Education Authority to accept his conceptions. I felt a faint glimmer of what such a philanthropist might suggest as I learnt more of Nova Scotian country life. The three chief occupations are farming, fishing, and lumbering. Many men are combinations of farmers and fishermen. The women have to bake, sew, attend to the dairy, and assist in the haymaking. Labour is very scarce, there is but little hiring of servants or farm hands. Under the stress of modern competition and agricultural science, the successful farmer must understand the use of machinery, the value of soils, the cheapest and best methods of fertilization—both as farmer and fisherman he must co-operate if he wants to produce economically. As a unit, production is so expensive that he must fail; as a co-operator he can buy more cheaply and sell at a higher profit.

If he can realize this point of view of his profession he will understand its possibilities and he will enjoy its developments—it will mean a career and a future for him, a successful future, with the satisfaction of material success in a life that for his father had spelt failure. He will find in country work the inducements that now he seeks in the town, and the young Nova Scotian will cease to emigrate across the border to Boston, at present his Ultima Thule.

Now this science, this social economy, this power of co-operation, of adapting means to ends, require for their development the broadest and best of educations. Observation, power of discrimination in experiment, courage to venture, accurate reasoning, intelligent interest in imperial and local government, comparative industrial history, social history, agricultural history—all must be included. What scheme of education can be devised that will do this? The framer of the curriculum must have a clear scheme of work in his mind that is to extend systematically over the seven years (seven to fourteen) of the child's school life. This curriculum would include history—both general and special—geography and literature, both closely co-ordinated with history; the drawing necessary to the understanding of both history and geography—arithmetic and geometrical drawing both in co-ordination with the handwork that should play an important part in the curriculum. If the child learns to make the implements that he will have to use, his education must bring him into relationship with real life, and it is in such relationship that the development of character is achieved.

During all these seven years the nobility of agricultural callings should constantly be brought to the child's notice. It is the teacher's part to evolve from his lessons a hymn of praise of handicraft. The schoolroom atmosphere should be imbued with it, his country's history, its relationship with other countries, its forms of government, its geography, physical and political, its facilities for production and distribution, all must revolve round one great luminary, that of the glory of agriculture.

At fourteen, the children who wish to study further can be passed on to the high school. Here the scheme of work should be uniform up to sixteen—after that it would vary according to the prospective career of the pupils. A boy or girl who is going to college to take up a learned profession will require a different curriculum to the youth who proposes to stay on the land or go into some local business. Both schemes should include French—which is the native language in many parts of Eastern Canada, the history of municipal government, agriculture, science as related to agriculture, and afforestation, methods of distribution of produce and systems of co-operation—political economy as far as it touches real life—wages and taxation, literature, through standard books that must be read on the subjects under consideration. Handwork should still be carried on as an important educative instrument and always in relation to real life; school life should be permeated with its dignity and value. Is it not possible, nay probable, that with such an education the youth of sixteen would have no desire to leave his native place?—the love of country, the sense of success on the land would have become instinctive and would bind him to the soil for ever.

Family life is the basis of sound social conditions. The

family is the unit and its combination forms the State. Nowhere have I been more impressed with this than in these little towns of Nova Scotia. The school staffing is deplorably low: the school curriculum is uneducative in its variety and superficiality; yet the children grow up into strong, honest, independent, intelligent men and women. Their real school is their home, and it is there they learn the lessons of life which are to make them what they are. The teacher, brought up herself in such a home, carries on its influence into the school, and it is so woven into the child's moral fibre that it becomes part of himself.

If to this great and rare home education could be added the influence of good schemes of school work, beautiful school-rooms, and adequate staffing, we might dream of a large future for Nova Scotia. Her sons and daughters would refuse to leave her. Successful tillers of the soil and fishers of the sea, they would find on their own shores the results that now they seek elsewhere, and Eastern Canada would point to them and say: "Behold the Nova Scotian! He is the maker of a nation, and it is his home *and* his school that have made him what he is."

REVIEWS AND MINOR NOTICES.

Body and Mind: a History and a Defence of Animism.

By WILLIAM McDougall. (10s. 6d. net. Methuen.)

The history of animism that occupies the first chapters of Mr. McDougall's book is, as he explains, only an introduction. The value of the history is its testimony to the continuity of ancient and modern conceptions, and the labour of the historian is his justification for undertaking the defence which to the greater number of readers will be the main interest of the book.

Mr. McDougall frankly avows that his own bias in favour of animism as opposed to materialism is due, not indeed to religious convictions, but to sympathy with the religious attitude towards life and belief in the moralizing influence upon thought and conduct of the belief that human personality is not destroyed by death—"a belief that every vigorous nation seems to have possessed and the loss of which has accompanied the decay of national vigour in many instances." Consciousness of being what Burke calls "flies of a summer" is not conducive to high thought and sustained energy.

To many readers, Mr. McDougall's opinion that the "mechanistic dogma" no longer holds the scientific world in so close a grip as during the later nineteenth century will seem an under-statement of the reaction against the aggressive materialism that a quarter of a century ago was "pegging out claims" for its scientific posterity in all regions of speculative thought. In the chapter "Argumenta ad Hominem," however, Mr. McDougall points out that the defenders of animism "are not confined to the authors of popular treatises and manuals of devotion, but that amongst them are a number of men whose philosophical achievements give them the right to a most respectful hearing." Sir Oliver Lodge's attitude is enough in itself to avenge any indignities inflicted by arrogant materialism in the later nineteenth century, even Tyndall's prayer test. Animism is holding its own, but it is the aim of this book to point out that animism, which Prof. Tylor calls the groundwork of religion, is in itself inadequate to satisfy, but leaves the open door for a conception of the soul; and that parallelism, being based on mechanistic assumptions, leads, when coherent, to conclusions not practically different to those of mechanistic dogma, and, when "tacked" to animism, becomes incoherent and fantastic, as in Fechner's comparison of the body to a broken violin and the spirit to its music.

Mr. McDougall's criticism shows that the parallelistic hypotheses permit of no form of religious belief except Pantheism, and that they become untenable in proportion

as they attempt to reconcile psychophysical doctrine with belief in life after death. It is a case of desiring to eat one's cake and keep it too. Materialism gives the satisfaction born of exactitude won by limitation, animism the satisfaction of belief in possibilities still unfathomed; parallelism in its attractive presentation would enjoy both—it amputates wings but cannot suppress the desire to fly. Mr. McDougall remarks with justice that

Fechner, in discussing this subject, is woefully lacking in precision and consistency; the reasoning is loose to the last degree, consisting in the main of hints at analogies, suggestions of similes and metaphors, and it is only with such reasoning that he attempts to meet the essential difficulty of reconciling parallelism with belief in any survival of personality.

Fechner, and perhaps the defenders of parallelism generally, tend to clothe conceptions of animism in language drapery which Mr. McDougall and Prof. James, unlike as they are in style, are alike in never using. The later nineteenth-century supporters of mechanistic dogma have mostly written "in their shirt sleeves"—the phrase is Mr. Frederic Harrison's.

In the same chapter, "Argumenta ad Hominem," Kant's theory of the dualism of man is criticized for its inadequacy of basis, a conception of man and of his moral consciousness determined by the fact that he, through the circumstances of his life, was necessarily "profoundly ignorant of human nature." The passage is suggestive of the recognition that human nature is the material for physical research, which seems a truism, but marks the distinction between the old and new psychology, and is illustrated by Prof. James's analogy of the difference as a naturalist between the collector of zoological specimens and the man who is in full sympathy with animal life. The voices of Joan of Arc and the demon of Socrates have always been at least tolerated as phenomena, but the dual personality of any Sally or Billy now creates interest.

In saying that Prof. James, the exponent of the transmission theory, "explicitly rejects the conception of the soul as a unitary and individual being," Mr. McDougall may somewhat over-define James' mental attitude, which, as regards the soul, as distinct from animism, is merely agnostic. The word to him, like "cause," which he also repudiates, has become distasteful through being hackneyed and overweighted with p attitudes. But his consciousness of the limitations of animism as a mere diffusion of life is shown in a passage in his Ingersoll Lecture.

What we all wish to keep is just these individual restrictions, these self-same tendencies and peculiarities that define us to ourselves and others, and constitute our identity so called. Our finitenesses and limitations seem to be our personal essence; and when the finiting organ drops away, and our several spirits revert to their original state and resume their unrestricted condition, will they then be anything like those sweet streams of feeling which we know, and which even now our brains are sifting out from the great reservoir for our enjoyment here below?

James realizes what a soul connotes, yet the use of the word seems to him a "name masquerading." But he does not close the door, and he anticipates the possibility that the word may acquire a significance that it had not for him when he repudiated it. Probably belief in a soul as distinct from animism is bound up, not necessarily with a structural religion based on authority, but with what Prof. James has, in his "Variety of Religious Experience," termed "over-belief"—i.e. something over and above a belief in a source of life from which our own emanates. Sabatier has clearly defined the distinction between religion of authority and religion of the spirit, and over-beliefs that have any historical continuity are more or less dependent on traditional authority. Hence Mr. Wilfred Ward's expressive phrase in apology for the ultra zeal of the Roman Catholic Church on the ground that she is the guardian of "the residuum," i.e. the essentials of faith, which is as sober by what one may call disarrangement. Now the defenders of animism have not necessarily any structural over-beliefs—they are only keeping the ground clear, each in his own way. But the belief in a soul necessarily separates them

into constructive and merely permissive groups, while the former are again separated by the line as defined by Sabatier. Mr. McDougall says that he can lay claim to no religious convictions, but in so far as he differs from Prof. James it is in facing the mystery of a soul creation, with the accompanying perplexities raised by the acceptance of this definite form of animism, viz., "What is the pre-natal history of the soul? What becomes of it at the death of the body? What part does it play in heredity?" questions attempted by Dr. Schiller in his "Riddles of the Sphinx."

Mr. McDougall's suggestion of an independent soul existence or personality through development of psychical memory independent of physical basis is his contribution to the soul belief, and Prof. James's attribution to the soul of selective power in earth experience is another form of expressing the theory, not consistent, Mr. McDougall thinks, with his transmission theory—the transmission of life from its source through the function of the brain. But a probable difference between them is that Prof. James's conception of personal survival is life individualized—life not individualized being unconscious—and to him life is in itself adequate. He repudiates, in his "Religious Experience," the theory that a world, beautiful as our earth world, can be a place of probation. Mr. McDougall, though he may accept no religion of authority, accepts a religion of the spirit in that sense of conduct is to him of pre-eminent value. And sense of conduct conditions memory, responsibility, a soul, something corresponding to what we crudely express as a "judgment day." One cannot trace the differences of conception between Mr. McDougall and Prof. James, so nearly in accord up to a certain point, without recalling Matthew Arnold's insistence on sense of conduct as a determining factor in conception of life, and it is because Mr. McDougall is possessed by this that the soul theory is accepted by him. The most attractive, and, perhaps, the most valuable parts of the book are the criticisms of parallelism as opposed to animism, the theory of the special memory function conditioning the existence of a soul, and the indications, in the examination of differences between the author and Prof. James, of the grouping of defenders of animism through temperamental variation.

The Essentials of Psychology. By W. B. PILLSBURY.
(5s. 6d. net. Macmillan.)

When Prof. Pillsbury tells us that "psychology may be most satisfactorily defined as the science of human behaviour," we settle down comfortably to 358 pages of wise and not too technical philosophizing on the ways of human beings. But as we proceed we feel inclined to object that the definition should have been: Psychology is the science of the synapse. The author points out that a science of human nature cannot be built up out of sententious aphorisms; so he launches out into the principles of physiological psychology. Speaking generally, his treatment is excellent, and is marked by the admirable quality of keeping physiology and psychology in touch throughout the volume. The common and irritating defect of such works is the giving of two complete and independent sections—one dealing with synapses and the rest, the other confining itself to the well-worn lines of empirical psychology. In this volume we find that the synapses are hard-worked throughout. They have no more leisure when the author is dealing with memory, imagination, or even will than they have when he is busy with sensation. We do not remember ever reading a psychological text-book that so consistently and satisfactorily applied recognized physiological facts to the explanation of psychological phenomena.

The only point in his book, the author tells us, in which there is deviation from traditional usage, is that he introduces rather more of the results of recent experiment. This is certainly a step in the right direction; but it should be accompanied by a greater number of references to authorities than would be sufficient in an ordinary text-book. Now there are scarcely any references given in the text, though at the end of each chapter there are some general references for further reading. Personally we are gratified to find that Prof. Pills-

bury returns to the Cattell view of the extreme brevity of pure voluntary attention, but students should get some intimation that Titchener and others have greatly extended the time. Then, again, the earnest student is irritated by such a statement, in the section on work and rest, as: "The one important investigation on this point," &c. There should be a foot-note here mentioning the particular investigation referred to. Let us have all our grumble out, and then we can go on to pleasanter matters. Occasionally the exposition will be found confusing to students who do not know the subject so well as Prof. Pillsbury does. In dealing with cells and their axones the author speaks correctly enough of "the body," meaning the body of the cell, but an experiment showed me that an ordinarily intelligent student made the mistake I expected: he thought of "the body" as the human body. Then on page 23 we have "the nervous system. . . a colony of some eleven thousand million amoeba-like organisms"; and on page 28: "Our picture of the nervous system is of a mass of ten thousand millions or so of these minute organisms enclosed," &c. Students are apt to regard a thousand millions as a serious matter. "The one . . . the other" is a troublesome construction, and there may be difference of opinion about the order of reference to the preceding terms; but our author, on page 108, uses one order of reference and on page 125 uses the other. Worst of all, from the student's point of view, the printer has not played the game on page 182—in the Müller-Lyer illusion diagram the lower line is not only apparently, but really, longer than the upper one. Again, on page 320, while the phrase "a loss of inertia" is perfectly correct, it is apt to confuse students who are not familiar with the technical terms of mechanics.

The title of the book makes one wonder from what point of view the author has made his selection of what is *essential*. We are inclined to think that he had the teacher in his mind. In any case, the parts he has selected for special treatment are just those that are of vital consequence in education. The treatment of attention is especially good, including as it does an account of the mechanism of the process. Memory comes in for very thorough treatment—first in the chapter on Retention and Association, and then in that on Memory and Imagination. In the latter chapter the author gives us the laws of learning synthesized from the recent investigations of the experimental psychologists. This is followed by the laws of forgetting, the whole making six pages of matter that is invaluable to the teacher. The chapter on Work, Fatigue, and Sleep goes naturally along with memory as a practical guide to teachers, though it is separated from it in the text.

In dealing with reasoning, Prof. Pillsbury shows a gratifying lack of pedantry. The syllogism falls naturally into the unimportant place it deserves, and the whole paraphernalia of thought becomes natural and almost simple, thanks to some extent to the synapses. The instincts and the emotions come in very naturally just before the treatment of Action and Will and make an excellent preparation for this difficult subject. As a matter of fact, however, the author contrives to divest the will of its panoply of abstruseness and unintelligibility, the synapses again greatly aiding. We are warned not to go about separating the will from other spiritual elements as something special and sacrosanct. "Training will is, in the last analysis, training the man." The three pages following this statement are both useful and comforting for the teacher. In dealing with the faculty psychology our author takes the opportunity of expounding the present state of scientific opinion on the problem of transference. Here we are glad to find him sound. "The most that can be said with certainty is that the sort of training derived from any subject will depend more upon the way it is taught than upon the subject." It is unusual to finish a book on psychology, as our author does, by a chapter on the Self. It is ordinarily the starting point. But this method is amply justified by the results. We come to the subject with such a full knowledge of the activities of the self that we find no difficulty in recognizing it and in following the author's exposition. A great deal of repetition is saved by the arrangement adopted. A word must be said in praise of the exercises that follow all

the chapters. Occasionally these have to take the form of recapitulatory reproduction, but wherever possible they are practical applications to be made by the student himself, and cannot fail to enhance the value of his studies.

The Cambridge History of English Literature. Edited by A. W. WARD, F.B.A., and A. R. WALLER, M.A. Vol. VII: *Cavalier and Puritan.*

The seventh volume of "The Cambridge History" is, on the whole, solid and satisfactory, but not markedly interesting. Prof. Saintsbury's contributions, to which we always turn with the expectation of something fresh and good, are Chapter IV, on "Lesser Caroline Poets"; Chapter V, on "Milton"; and Chapter X, on "Antiquaries." In none of the three is the critic quite at his best. The "Lesser Caroline Poets" is a subject after his heart, but the narrow limits of a single chapter do not give him enough elbow-room to deal with it at his ease. Hence, though he gives an excellent general estimate of their intrinsic and historic importance, he fails, in dealing with them individually, to give us a sufficient taste of their quality. He illustrates Benlowes' faults, but not his beauties. He gives but a few sentences of general appreciation to the poetry of "The Matchless Orinda," and fails to suggest its strange and naively attractive combination of the watered-down thought of Donne with the clean, graceful rhythm and style of the Cavalier lyrists.

The chapter on Milton is strangely disappointing. It has nothing of the freshness and sparkle of his chapter on Shakespeare in an earlier volume. The peroration reveals him as no thoroughgoing admirer of Milton, and the concluding sentences put his position clearly: "His subjects may attract or repel; his temper may be repellent, and can hardly be very attractive, though it may have its admirers. But the magnificence of his poetical command of the language in which he writes has only to be perceived in order to carry all before it."

We cannot but distrust a critic of Milton who places his claim for the poet's greatness on the ground of form, and is inclined to think his character repellent. Dr. Johnson's remark about Milton, "He was born for whatever is arduous," shows an insight into the poet's temper, both as man and artist, which reaches a further point of sympathy than any attained by Prof. Saintsbury. We find it difficult to swallow the statement (page 136) that "Milton never attains the absolute zenith of expression—as does Shakespeare often." Given the different matter or content, surely the full and inevitable expression is attained by Milton at least as frequently as by Shakespeare, and the supreme quality of both is undeniable. But the chapter contains much good criticism. "Samson Agonistes," so often undervalued or misvalued, receives generous and understanding appreciation. The estimate of Milton's prose is penetrating, and leads to excellent remarks about the general qualities of periodic prose and the stylistic influence of the Bible at this period. Prof. Saintsbury's third chapter on "The Antiquaries" is, on the whole, his best. There is a good appreciation of Browne, who is easy to appreciate, but not easy to appreciate well; and a lively account of Sir Thomas Urquhart, who so triumphantly out-Browned Browne and who is too little known to modern students. The characteristic quality of Izaak Walton as a writer is seen and revealed, but his claim to rank among the Antiquaries is, we think, not clearly established.

Of the other contributors to the volume, the most distinguished are Mr. A. W. Ward and Prof. Spingarn. The former gives two solid and interesting chapters on "Historical and Political Writings." The latter contributes a short and stimulating account of what might appear a barren period of literary criticism. The most interesting parts of it are the adumbration of Bacon's æsthetic theory and the analysis of Hobbes's æsthetic.

Three other chapters on important subjects call for notice—those respectively on "The Sacred Poets," "The Cavalier Lyrists," and "Bunyan." The chapter on "The Sacred Poets" leaves the reader unpardonably cold. Each writer is carefully, and to some extent appreciatively, dealt with; but

we wish that Mr. Hutchinson had acted on the principle insisted on by Prof. Saintsbury (page 138), that "the indication, if only the re-indication, of the special quality and quiddity of writers . . . cannot be superfluous." Herbert's technique is closely dealt with, but the peculiarly personal quality of his poetic appeal, and the dramatic bent of his imagination, are not suggested. Vaughan receives good general appreciation, but the essential quality of his poetry, springing from a very individual form of artistic mysticism, is left unrevealed. Traherne's poetry and prose are sanely estimated; but, again, the peculiar character of the poetry—now Blake-like, now Wordsworthian, but at its greatest unlike anything but Traherne's imagination itself—is not indicated.

The chapter on "Cavalier Lyrists" gives a sympathetic account of Herrick, Carew, Suckling, and Lovelace; but it is vitiated by its style. Ben Jonson is described as "their tribal lord." Herrick, in his poetic classicism, is said "to assume the toga as his daily wear." This indulgence in what Diana Warwick called "the plush of speech" is felt to be peculiarly inappropriate in a chapter of literary history.

The account of Bunyan, by the Rev. John Brown, in Chapter VII, is interesting and discerning as far as it goes, but we are left wishing it had gone further. There is no working out, for instance, of the literary influences that can be traced in Bunyan's work—especially interesting because they are so few; that, for instance, of the emblem-writers, or of the popular romances and ballads, with their giants and monsters and stirring adventures. Again, there is no attempt to answer what is, perhaps, the most interesting question raised by Bunyan's art: how comes it that so great a realist uses the form of allegory, and uses it triumphantly; and what is the essential nature of the allegoric vision of life? The bibliography of this chapter is curiously deficient in its list of authorities. Mr. Hale White's study of Bunyan in the "Literary Lives" series does not appear, nor is there any mention of Richard Heath's interesting article, "An Archetype of the Pilgrim's Progress," *Contemporary Review*, October 1896, which suggests, with a good array of apt illustration, that the story of Christian's pilgrimage has its parallel, and perhaps its actual basis, in traditions and records of the wanderings of the Anabaptists in search of their city of refuge.

But we tend perhaps to demand more than we ought reasonably to expect from a composite and inevitably condensed history. The necessity for severe selection sits hard on many critics, and the effort after comprehensiveness often defeats the principle of full justice to the individual. The volume stands as a scholarly and respectable contribution to the literary history of what must always remain a difficult period.

The Poems of Shelley. Edited by C. D. Locock.
In Two Volumes. (21s. net. Methuen.)

There is no editor's preface to this edition of Shelley's poems, a regrettable omission, as it leaves the reader with no general guide as to the plan pursued by the editor in arrangement of poems, spelling, stops, &c. On the paper wrapper it is stated that the edition is an attempt to combine with a carefully edited text a complete *apparatus criticus* with adequate explanatory notes on all the poems; that a special feature is the citation of parallel passages from Shelley's works and those of his contemporaries; that some worthless juvenile verses are omitted, and some later poems printed which have not yet appeared in any edition. These latter we have not yet been able to discover. As far as we can judge, the editing of the text has been admirably carried out, as also the exhaustive collection of variant readings and citation of parallel passages. And Mr. Locock quotes the opinions of other editors besides his own. The edition is in these ways an extremely valuable one.

The criticism in the notes other than textual varies greatly in value, and cannot bear comparison with Mr. Locock's excellent editing in other directions. Trivial comment (*i.e.*, "The Cloud," lines 17-20, "These lines formed the subject

of a picture in the Royal Academy") or omissions (*i.e.*, "The Cenci," where further reference to the Italian MSS. would have been welcome) occur but rarely. But we cannot help feeling that in some cases the notes are positively misleading and lack critical insight. In the note on "Hellas," Mr. Locock gives it as his opinion that Mrs. Shelley overrated the final chorus. He continues: "The Chorus itself, as Shelley remarks in his notes, is 'indistinct and obscure.'" Shelley's words are "indistinct and obscure, as the event of the living drama whose arrival it foretells." And he goes on to quote the names of Isaiah and Virgil as "my authority and my excuse" for the attempted prophecy. In the note on "Mont Blanc," line 79 (the last line of the passage:

The wilderness has a mysterious tongue
Which teaches awful doubt, or faith so mild,
So solemn, so serene, that man may be,
But for such faith with Nature reconciled).

"the ordinary meaning of the words," says Mr. Locock, "gives a quite possible sense, 'The wilderness teaches doubt in the current beliefs; or, at the most, a faith in them so mild, so undemonstrative, that if a man can only rid himself of these remaining traces of faith, he may be made one with Nature.'"

With this interpretation of "But for such faith," there should be a comma after "faith"; but the interpretation is obviously incorrect. "So undemonstrative" is no more the ordinary meaning of "so solemn, so serene," than "black" is the ordinary meaning of "white"; nor is faith, mild, solemn, and serene, merely a less intense form of awful doubt. The sense of the passage, surely, is akin to Gray's "would awe an atheist into belief, without the help of other argument." The interpretation "Teaches awful doubt, or faith so mild, so solemn, so serene that by such faith alone man may be reconciled to Nature" does no outrage to words, is supported by the alternative MSS. reading "In such a faith," and is in harmony with the context.

On the change of rhythm at the end of "The Sensitive Plant," Mr. Locock adds nothing to the comment he quotes: "Shelley seems to subside into iambs with relief." A more unfortunate description could scarcely have been devised of the subtle rhythmical transition from the swifter lyrical movement of the narrative to the music of the concluding stanzas in which the assured certainty of the thought has something of the solemnity, as well as the triumph, of Milton's "All is best."

Of the lyric, "O World! O Life! O Time!" Mr. Locock says, "The sentiments and diction are to a great extent Wordsworthian." It would be truer to say that they are reminiscent of lines in "Tintern Abbey," and "The Ode." The general sentiment and diction are absolutely un-Wordsworthian. No serious attempt is made to interpret such a poem as "The Vision of Life" or to illuminate the progress of Shelley's thought.

Instead of an editor's preface there is a preface by Mr. Brock. Some illuminating things are said in it; but here again we miss that sure instinct for poetry which distinguished the editing of the Keats volume in the same series. There is crudeness and a certain shallowness of thought, together with a want of careful, considered expression. It is difficult to read seriously a critic who can write: "Other Poets employ (blank verse), because it is nearer to prose, and their difficulty is to distinguish it from prose. Shakespeare and Milton usually do this by elaborate and cunning artifices of language. Only at great moments do they write simply," or "Milton's whole imagination was political." The reader who accepts Mr. Brock as an amateur critic will condone such platitudes as "This music ('Life of Life!') is not a mere jingle of words," or "he always wrote well in verse, whatever the subject might be," and be free to appreciate the occasional flashes of light Mr. Brock throws on his subject.

May we suggest that in a future edition some kind of reference in the notes to paging of the text would be of great convenience to the student, as would also a list of principal editions, such as Hutchinson gives in his edition?

The Glory that was Greece: a Survey of Hellenic Culture and Civilization. By J. C. STOBART, M.A. (30s. net. Sidgwick & Jackson.)

Mr. Stobart in his preface claims, with perfect justice, that with the increasing specialization of our knowledge even of ancient history, it becomes more than ever necessary to present a general survey of the results reached—a survey which will not pretend to add to knowledge, but aim at making the general reader understand what has inspired and given value to the labours of the specialists. The object of this book is to make some such general survey of Hellenic civilization. Its appeal is mainly to the public to whom Greek is unknown, but to whom it may be much to understand the great contributions which Greece made to culture and civilization. To such readers, as Mr. Stobart rightly observes, "Greek art will make the strongest appeal, and Greek thought, so far as it can be communicated by description. They will be interested in social life and private antiquities rather than in diplomatic intrigues and constitutional subtleties." The result is to be "a history of Greece with statues and poems taking the place of wars and treaties."

In such a work illustrations naturally have an important place. Mr. Stobart indeed modestly describes the text as being "intended to explain the pictures." The illustrations are admirably selected and beautifully executed. The book contains illustrations of practically all the really great specimens of Greek art from the Cupbearer of Cnossos to the Venus of Milo. We wish Mr. Stobart had included a photograph of one of the slabs of the balustrade of the Temple of the Wingless Victory on the Acropolis. With that exception there is nothing missing which we can think ought to have been there, and besides the great works of art there are vase paintings, pottery, coins, gems, and photographs of buildings and places all admirably chosen. All that could be done by selection and by beauty and finish of reproduction to make the long development of Greek civilization visible to the eyes has been done.

But Hellenic civilization cannot be understood by pictures alone, and Mr. Stobart has tried in his letterpress to show "the sort of people and the state of mind that produced" these works of art. Any attempt to present a general conspectus is necessarily difficult, and must appeal differently to different minds. The only question that can legitimately be asked is not, "Is this or that omitted?" but, "Would the book give to the general reader the right impression?" One thing should be said at once. Mr. Stobart has all the necessary knowledge. He is obviously acquainted with the important recent work done on all sides of Greek history and, where doctors differ, shows a fine judgment in deciding between them.

The first three chapters of the book seem to us excellent. Mr. Stobart is there dealing with the beginnings of Greek history—with the early poetry and art. The account of Minoan and Aegean culture, of the coming of the northern invaders of the heroic age, and the beginnings of historic Greece, is excellent. The contrast between Sparta and Athens in the third chapter should help to just the right comprehension of what sort of people the Greeks were.

The rest of the book is unsatisfactory. For, when we come to what Mr. Stobart calls the Grand Century, there is so much to be related that any attempt at history in the space Mr. Stobart has allowed himself must result in a mere catalogue. Mr. Stobart, when he came to the fifth century, could only have fulfilled his aim by saying nothing about a great many important facts in Greek history and a great deal about a few. As it is, he has tried to say a little about everything, and the result is only confusing.

Instead of a breathless history of the main events and personages of the fifth and fourth century in which there is little real value, it would have been much better if he had tried to give the reader some insight into the way in which Greek government actually worked or what a Greek society was like. As it is, there is only an enumeration of the faults of Athenian democracy, with no appreciation of the really great achievement in the history of politics that, with all its

faults, it undoubtedly was. A greater omission in the eyes of the present reviewer is that throughout the book there is hardly a mention of Greek science. Neither science nor mathematics nor medicine appears in the index. Yet no one can understand Hellenism who does not realize that the Greeks invented science, and without science Greek philosophy would have been nothing. Mr. Stobart has a little to say about Plato, but it is almost as misleading as it could be. To say that "Perhaps the general English reader will find the simplest exposition of the Platonic theory of ideas in Wordsworth's 'Ode on Intimations of Immortality'" is totally false. The account of Aristotle suffers from the same neglect of science.

One other criticism that must occur to the reader is that Mr. Stobart seems sometimes to have made the mistake of thinking that in order to write intelligibly it is necessary to write bad colloquial English. The frequent recurrence of "sort of" and "of course" is bad enough in conversation; it becomes intolerable in a book. For instance, "They formed a sort of international bureau, a sort of Hague, though not always on the side of peace, for the statesmen of Greece."

A Dictionary of Christian Biography and Literature to the end of the Sixth Century, A.D. With an account of the principal sects. Edited by HENRY WACE, D.D., and WILLIAM C. PIERCE, M.A. In one volume. (Pp. xi, 1028. 21s. net. Murray.)

The editors of the present work have earned the gratitude of students and all who take an intelligent interest in the beginnings of Christian literature and civilization by making so rich a store of material accessible in such a compendious form. The volume is based on the well known larger work, in four volumes, edited by Dr. Wace and the late Dr. William Smith. In its shorter form the range of the work has been reduced from the first eight centuries to the first six, and, at the same time, a number of comparatively unimportant names have been eliminated, thus making the one-volume form possible. But happily the present work has not the faults of the usual abridgment. The articles, so far as they have been reprinted, appear in their original form, without appreciable curtailment. In this way a series of highly important monographs is made widely accessible, e.g. "Clement of Alexandria," by the late Bishop Westcott; "Origen," same writer; "Eusebius," by the late Bishop Lightfoot; "St. Cyprian," by the late Archbishop Benson; "St. Athanasius," &c., by the late Dr. Bright; "Clementine Literature," "Gnosticism," "Marcion," "Teaching of the Twelve (*Didache*)," &c., by the late Dr. Salmon. Of new articles which have been specially written for this edition, the following are noteworthy:—"Augustine," by Dr. Robertson, Bishop of Exeter; and "Nestorian Church," by the Rev. W. A. Wigram, head of the Archbishop's Assyrian Mission. A number of the old articles have also been supplemented and brought up to date. The volume forms an invaluable companion for the student of Church history. Here he has ready to hand a first-rate treatment of any theme in which he may be interested (within the first six Christian centuries), all the great Church Fathers (with the exception of John of Damascus), all the sects that arose, the various items of Early Christian Literature are dealt with, and notices of all persons important for the study of Christianity within the defined period are given. And all this is the work of experts. Both editors and publisher are to be congratulated on the production of so valuable a volume. It will prove indispensable to all serious students of Church history; its very moderate cost ought also to induce a wider circle to possess and study it.

A Primer of Teaching Practice. By J. A. GREEN and C. BIRCH-ENOUGH. (2s. 6d. net. Longmans.)

It is obvious that the authors of this book are well versed in their subject. What they say is well said and well worth saying. Their sound common sense, too, has made them discriminate and shake themselves free of some fallacious, but time-honoured, formulæ of teaching practice. There is a freshness and humanity about the

book which are too rarely found in pedagogical primers. The aim sounds unpretentious—namely, to give "a first survey of the variety of activities which enter into the complex work of class teaching"; but those who have any experience in the matter will know that this preliminary breaking of the ground is perhaps the hardest problem in training. The book supplies an obvious need, and does so most efficiently. Among the newer and most valuable features of the book are the exercises which follow each chapter. They should make the contents of the chapter a real and practical possession. Scattered through the book are many truths—not truisms—which too often escape us. Such, for instance, is the warning against the fetish of eliciting: "not every schoolboy knows what the teacher himself has probably only recently learned." In the chapter on "Inference," we should have been inclined to lay more stress on the force of suggestion, indirect as well as direct. It is an important, yet often unrecognized, factor in children's inferences. A tone of voice, a slightly misplaced emphasis, frequently account for the surprising inferences with which children sometimes confront the teacher. This, however, is quite a minor criticism. We note that, in quotation, Mr. MacChoakumchild has inadvertently lost his "Mac," and "not every student knows" that the word Tommy really wanted was "hantle."

The Teacher's Encyclopedia. Vol. III. (Caxton Publishing Co.)

This encyclopedia improves as it progresses, and of the ten articles in this volume two or three are contributions of permanent value, and there is none that we should reject for style or matter. Dr. Percy Nunn comes first with a weighty article on Mathematics in the Elementary School. Mathematics in the school teach not their own use (in Bacon's phrase), and interest in the subject must be evoked by showing the pupil their application to the common needs of life. Such is the thesis expounded in practice. Mr. Storr and Dr. Rouse follow with articles on the Teaching of Modern Languages and Classics. Mr. Storr holds the scales balanced between the old and the new method, and will probably content neither party. Dr. Rouse's doctrine is too well known to need comment. Dr. Macnair, H.M.I., Dr. Malcolm Laurie, and Mr. T. J. Millar treat respectively of Physics and Chemistry, Botany, Biology and Geology, and Classical subjects. Each of the three is an expert in his own subject. Miss Burstall handles, with judicious brevity, the thorny subject of co-education. Her conclusion is that mixed schools will flourish in the country, but are not suited for the town. Thirty pages are allotted to Mrs. Ogilvie Gordon, the apostle of school employment bureaux. Many of our readers will have heard her, and we cannot pay her a higher complement than by saying that her pen is as ready and persuasive as her tongue, but the length of the article does seem to us out of proportion. Mr. Ballinger, the Librarian of the National Library of Wales, discusses School Libraries—their formation, upkeep, management, and uses. This is a thoroughly practical article; but it was a bold and not altogether successful venture to add a selected list of books. No one wants a list of Shakespeare plays or Waverley novels, and we could fill a page off-hand with notable classics. Lastly, Mr. J. Edward Graham, K.C., supplies a chapter on The Child and the Law. Let us hope that he will write a sequel on The Schoolmaster and the Law. The illustrations are fewer, better, and more apposite.

The Philosophical Works of Descartes. Rendered into English by ELIZABETH HALDANE, LL.D., and A. R. T. ROSS, M.A., LL.D. Phil. In two volumes. Vol. I. (ix, 452 pp. 10s. 6d. net. Cambridge University Press.)

The aim of this edition, says the preface, "is to present to English readers all the philosophical works of Descartes which were originally intended for publication." The contents of this first volume are Rules for the Direction of the Mind, the Discourse on Method, the Meditations, part of the Principles, the Search after Truth, the Passions of the Soul. The first and the last of these are not elsewhere accessible in English. It is a great gain to have the first in English, for although the Discourse on Method is the most famous of Descartes' writings, the Rules really give a much better impression of the characteristics of Descartes' method, with its insistence on clearness and simplicity. The translation reads excellently and seems, so far as we have tested it, accurate. The translators propose in the second volume to publish the Objections to the Meditations along with Descartes' replies, which will form a most valuable supplement to the present volume.

The Lysistrata of Aristophanes. Edited by B. B. ROGERS. (10s. 6d. G. Bell.)

There are three Greek writers any one of whom is worth living with: Plato, Sophocles, and Aristophanes. Mr. Rogers chose long for the companionship of Aristophanes—to the enriching of his life and to the adornment of his age. The "Lysistrata" reveals the genius of Aristophanes in the clearest light, his gay wit and exuberant fancy have here full play, and instead of the acrid partisan-

ship of the early comedies we have a genial Panhellenism pervading the conception of the plot. Mr. Rogers justly regrets that the noble sentiments and poetic beauty of the "Lysistrata" should be joined with so much of the phallus-element. The play was not written *virginibus puerisque*, and they must do without it. Better to leave it alone than to read it in Holden's edition. On the other hand, scholars will be delighted to have, for the study of it, the guidance of an editor who possesses that for which no learning is a substitute—a feeling for his author got by long and closest intimacy.

The translation, of course not literal in all places, is that published in 1878. If it were necessary to give a sample of it, we might select the rendering of 1279 1294 ("Now for the Chorus, the Graces, the minstrelsy," &c.); but our readers will already be carrying samples of Mr. Rogers in the memory. It is the commentary that is new. Some might deem it too full; others will be pleased to find the editor pouring out his stores so freely. We saw few points on which we were inclined to differ with him. In 114 we feel sure that he is wrong in still interpreting *καταθείσαν* "throwing down"; to "pawn and drink the shawl" was doubtless as common an operation in Athens as it is in London, and by what better Greek could it be described than *τοῦτο κικλόν καταθείσαν ἐκπίειν*? As to the feminine dual form *τά* in 229 Mr. Rogers must have his way; but with Meisterhans' "Grammatik der attischen Inschriften," page 123, note 1113, open before us we should hesitate. In 1183 the conjecture *ἔως* (not mentioned) might perhaps have had the preference over *ὅπως* (see now Stahl, "Kritisch-historische Syntax des griechischen Verbums," page 475). And we should have liked to find the passage 1216 1224 rehandled, so that *ὅας κατακαίωσιν* and *κακίσσασθε τὰς τριχὰς μακρά* were given to the same speaker. But we are not minded to look for faults in Mr. Rogers' work or to argue with him. Our feeling towards him is that of gratitude. No grammarians, no commentators, no archaeological discoveries can make him forget that Aristophanes was a poet. His books have been a contribution to literature as well as an aid and an inspiration in the scholarly study of Greek.

Calculus made Easy. By F. R. S. (2s. net. Macmillan.)

"F. R. S." has a spite against the "professional mathematician," and rushes off to the man in the street to tell him in his own colloquial and inelegant language what fools they are and how easy is the calculus about which they are so pompous and mysterious. Ignoring the animus, we should have been glad to welcome a calculus made easy; but, however elementary, the work should be sound as far as it goes, and this is just where "F. R. S." sometimes fails us. To give one example, if $\frac{dy}{dx}$ is written $\frac{dy}{dx}$ and $\frac{d}{dx}$

is not treated as a symbol of operation, $\frac{d^2y}{dx^2}$ must be puzzling

surely, and further difficulties arise in integration which are not removed by a spacious foot-note on page 126. There is really much that is good in the book. We wish "F. R. S." had "slept on" it and not dashed it off, to all appearance, in a fine frenzy. What subtle irony has placed at the end of the book the advertisement of no less than ten works on the calculus by "professional mathematicians"?

A School Calculus. By A. M. and J. D. McNEILE. (7s. 6d. Murray.)

This book is primarily intended for army candidates, but we quite agree with the authors in thinking that it will be of general use in giving a first groundwork in the calculus and its application. The book opens with two valuable chapters on graphs, and then, after dealing with the main principles of differentiation and integration, considers common curves, plane areas and lengths of arcs, volumes, surfaces, maxima and minima; and then the application of the calculus in simple mechanics. The whole is a thoroughly careful and sound piece of work, and should do much to dispel the idea that it is impossible to attempt the calculus early. Many a college student has regretted his late introduction to the calculus, and, for our part, we are on the side of those who would begin it early. It can easily be seen that such a course assumes no great amount of previous mathematical knowledge.

Wits and their Humours. By the Rev. J. O. BEVAN. (Allen.)

The preface proves the compiler of these anecdotes to be himself a born humorist. One or two or more, he confesses, may be found elsewhere, but, in case the gentle reader should discover such, he is begged, in the cause of truth, to assume that these are copied from the author. Chestnuts are excellent things, especially as stuffing for the Christmas turkey; but we should not like to depend for our dessert on Mr. Bevan's nuts. "An umbrella: a shelter for one, a shower-bath for two. A pedant: one who has got rid of his brains to make room for his learning. Orthodoxy is my doxy, heterodoxy, the other person's doxy. Memory: the thing one always forgets with. What is majesty robbed of its

externals? A jest." We quote the first five. We are not complaining, since to our taste the chestnuts are far better than the nuts, one or two or more of which are hollow. But it is carrying the joke too far when the author misquotes or misfathers a joke, as, on the second page, Voltaire's definition of etymology and Sydney Smith's "flashes of silence."

"Everyman's Library."—*Autobiography of Edward Gibbon*.

Introduction by OLIPHANT SMEATON. (1s. net. Dent.)

We select for notice this particular volume for two reasons. First and foremost, we wish to call attention to a classic now offered in a form that leaves nothing to be desired, at a price that the poorest of readers can command. Secondly, we wish to enter a mild protest against the slovenly way in which it has been edited. Mr. Smeaton's introduction is short and superficial, and it is strange that an admirer of Gibbon, as he professes himself, should end his summary with the charge of "hypocritical insincerity." Birkbeck Hill's edition is overloaded with notes. The notes in this edition are rare and mostly translations of the Latin and French in the text—we had almost written mistranslations. "Artis Clypearis" (page 11): "the art of defence"—read "heraldry." "Virgilium vidi tantum" (page 77): "I saw Virgil only." "Docte sermones utriusque linguae" (page 100): "his learned addresses in both languages." "Largior hic aether" (page 132): "the air is more enlarged." "La colère le troubloit de plus en plus" (page 149): "choler affected the latter even more noticeably." "Saepius noster titubatur atque hallucinatur" (page 175): "then, forsooth, our author more repeatedly errs and falls into solecisms"—read "Gibbon often stumbles and goes astray." These specimens may suffice to prove our charge.

At the Back of Things. By HUGH B. CHAPMAN. (5s. net. Duckworth.)

Twenty-four sermons on proverbs preached to the people of Samaria; or, in plain English, non-dogmatic discourses on Christian ethics. We have all in our time written or looked over essays on a common proverb, and know how hard it is to avoid the commonplace. We cannot say that the author succeeds in his attempt to deal with the springs of human conduct, to strip the bark and get at the kernel of truth embodied in the proverb. To take the first text, "Where there's a will there's a way" (we should not call it an aphorism), is it a fact that "each man is weaving his own character and can eventuate precisely as he pleases"? Was not Sir Francis Galton nearer the mark when he pronounced that Nature has thrice the force of nurture? One more quotation may serve as a specimen of style. "Our last lesson from the proverb should be to aim at some special star, and not at the Milky Way. The latter endeavour is eminently unsatisfactory, and the undefined darer slips into the dreamer before he is aware. Too often he slips into theology or some abstract good, which warrants respect, but does not accomplish much." When the author continues, "Jesus was bending His bow and pluming His arrows for teneleveths of His passage on earth," he is definite enough; but has he not slipped into theology?

The Heroes of England. Edited by JOHN G. EDGAR. (2s. Blackie.)

The sub-title limits "Heroes" to "Warriors by Land and Sea," and we have the lives of eighteen captains and commanders, ranging from the Black Prince down to Sir Henry Havelock. The stories are simply told, without rhetoric or moralizing.

Gardens shown to the Children. By JANET H. KELMAN and OLIVE ALLEN. Described by J. A. HENDERSON. Thirty-two coloured plates. (2s. 6d. net. Jack.)

This is one of those children's books that will appeal more to grown-ups than to children. It gives directions for planning, planting, and tending a modest country garden, and the coloured illustrations of the commonest flowers are very effective. But it is not till we are three-quarters through the book that we come to children's gardens, and the two examples given are too individual to serve as types.

"The Mother Books."—2, *Dolls, Dead and Alive*. By OTTO ERNST. Translated by A. C. CATON. (1s. net. A. C. Caton.)

The object of this series, as explained in No. 1, is to help parents to explain to their children the mystery of birth. This charming little story by the author of "Jugend von Heute" hardly fulfils the promise, as the problem is only glanced at in passing and deferred to a riper age; but, as a study in *die Seele des Mädchens*, the booklet, in its dainty dress, will commend itself to mothers.

Hazell's Annual, 1912. (3s. 6d. net.)

For years "Hazell's Annual" has established itself as indispensable, but we wonder more use is not made of it in schools. Complaints of schoolboys' ignorance as to current politics and world movements would be less rife if they were examined in such articles as "Morocco," "Home Rule," "Insurance." The article

"Newspapers" needs revision. Under "London Weeklies" we find *Education* and *Fruit Grower* and miss *Schoolmaster*, *Church Times*, and *Builder*. Monthlies, too, might well be added. Under "Careers for Boys" we read:—"Schoolmaster: the training in this case is similar to that of preparation for the Church, already described, except that there is no need for the student to go to a theological college. Many men take Holy Orders because a clergyman has a better chance of obtaining many excellent positions than a layman"; and, turning back to "The Churches":—"The stipend attached to a college education is not considered so necessary, and, when obtained, costs less." The last sentence belies the motto of "Hazell's Annual," "Avaunt, Perplexity!" and though there may still be sons of Eli in the Church of England, the stigma on a noble profession is unmerited.

Who's Who, 1912. (10s. net. Black.)

This year's issue contains in rough figures 24,000 biographies and 2,400 pages, giving an average of fifteen lines to each notice. Inclusion in "Who's Who" is a distinction of a kind, a sifting of the somebodies from the nobodies, and the editor has fulfilled most judiciously his invidious task. If only as a Directory, the work is indispensable.

Messrs. Cassell send us a selection of *Letts's Diaries* for 1912. We recommend, for the waistcoat pocket, No. 69, leather, 1s.; for side pocket, No. 30, leather, back-loop, 1s. 6d. net; and for desk, No. 35, 1s.

GEOGRAPHIES.

The Nations of the Modern World. By H. J. MACKINDER. (2s. Philips.)

This volume—the fourth, and last, of Mr. Mackinder's well known series of "Elementary Studies in Geography"—deals more definitely than the preceding ones with historical facts, but the intimate relations between history and geography are indicated throughout. Part I is concerned with the nations dwelling along the borders of the Narrow Seas, and with their conflicts, both in the Old World and in the New. Part II explains the changes in the map of Europe during the nineteenth century. In Part III it is shown how the expansion of Britain beyond the seas was made possible by the victory of Trafalgar, and necessary by the industrial revolution. Part IV traces the growth of Germany, France, and the United States as rivals to the commercial supremacy of Britain; while Part V reviews the self-governing Britains across the seas. The definite aim of the series is to send the pupil of the elementary school out into the world with some definite preparation for efficient citizenship. "The danger [of democracy] lies in the power which it gives to those who cast their votes for selfish and short-sighted reasons. The British Empire . . . can endure on one condition only, that British citizens struggle to take broad views and are public spirited." These are the closing words of the book, in which "the pupil is asked to visualize with a single grasp our whole world of varied and incessant change."

Philips's Chamber of Commerce Atlas. (6s. net.)

This atlas and gazetteer is designed specially for the "business man," but it should find a place in the school reference library, and the "uncommercial traveller" will find in it just the sort of information that he wants. The innumerable facts recorded are taken from the latest official sources, and the execution of the maps leaves little to be desired. Sources of supply, markets, volume of trade, resources, and communications are among the principal subjects dealt with.

"The Oxford Geographies."—(1) *Ireland*. By O. J. R. HOWARTH. (2s. 6d.) (2) *Australia, Physiographic and Economic*. By GRIFFITH TAYLOR. (3s. 6d.) (Clarendon Press.)

(1) As each school becomes more free to draw up the syllabus upon which the pupils are to be examined, it is increasingly possible for the higher forms to study a limited area in considerable detail. These two text-books, although open to criticism in some respects, will be found very suitable for such studies. Mr. Howarth, in dealing with Ireland, suggests that, being an island, it is a self-contained unit. But this is hardly the case, and the chapter on Structure, in particular, loses much by the absence of any correlation between the structural elements of Ireland and of Great Britain. The section on page 37 needs rewording, for it leaves the reader under the impression that the granite masses of the Mourne mountains are of post-carboniferous date. A series of interesting maps is given, showing the distribution and movement of population; but the parts shown are somewhat scantily treated in the text. Much of the space devoted to a rather tedious description of topographical details might, with advantage, have been employed in giving a closer analysis of the changing economic conditions which explain these maps.

(2) Mr. Taylor, himself an Australian, writes of his country from the standpoint of a geologist who has realized his subject as one of the bases of scientific geography. The connexion between rock

structure and soil and mineral deposits is fairly obvious, but less so is the sequence—geology, topography, climate, vegetation, industries—which is here worked out in some detail, especially for New South Wales. The treatment of the economic resources of Australia is not meant to be exhaustive, but chapters are assigned to such topics as Artesian Water, Irrigation in Victoria, Cattle, Wool, Metal Mining, Coal, the Copra Industry, and so forth, full use being made of the latest official reports and statistics. Not the least interesting section is that headed "Forecast," wherein Mr. Taylor (who does not agree with the White Australia policy) estimates the areas capable of extensive settlement by white and coloured people respectively. Owing to his departure for the Antarctic with Captain Scott's expedition, the author was unable to revise the final proofs of his book, and to this fact we may ascribe the entire lack of correspondence between the map and the text in the chapter on Vegetation.

A Handbook of Geography. By A. J. HERBERTSON. Vol. I: *General Geography, the British Isles and Europe.* (4s. 6d. Nelson.)

This is a handbook for students, intended to bridge the gap between the school text-book and such larger reference books as Dr. Mills' "International Geography." The sections upon Geodynamics and Geomorphology are so condensed as to be difficult to follow, but they will prove useful as summaries to those who have already a fairly wide knowledge of these subjects. They are followed by sections on General Physical Geography and Biogeography, both of which are illustrated by a number of world maps, but again their brevity renders them rather suggestive than instructive. More than two-thirds of the volume is devoted to Regional Geography, and here the close analysis of topographical and morphological details renders the use of a first-class atlas essential, but special points are illustrated by very clear sketch maps. Under the head of the separate countries economic conditions are very fully dealt with, and historical geography also receives attention, but we regret the scanty treatment of climate. This is a subject in which the average student is poorly equipped, owing to the unreliability of elementary text-books, and we should welcome from Prof. Herbertson a regional handbook which would also bridge the gap between these and Dr. Julius Hann's classic volumes.

The Highlands of South-west Surrey. By E. C. MATTHEWS. With Maps. (3s. 6d. Black.)

This is the second of the Geographical Studies issued in connexion with the London School of Economics, the first being Miss Ellen Smith's monograph on the Reigate district. Miss Matthews has studied her region from the point of view of vegetation, but she realizes that the key to the plant life of a region is the rock structure, which determines the topography and soils, and hence the distribution of rainfall and of soil moisture; hence the sub-title of her essay, "A Geographical Study in Sand and Clay." Her statements answer Prof. W. M. Davis's tests of geographical quality, for they clearly demonstrate "some relation between an element of inorganic control and one of organic response." These two monographs should be carefully studied by teachers and others who wish to make an effective study of local geography.

Text-book of Geography. By G. CECIL FRY. (4s. 6d. University Tutorial Press.)

This is not intended for a class book, but it may be of great service to the pupil revising his work for an examination. The book itself needs revision, which it will doubtless receive in a second edition; for instance, the inaccurate diagram in Figure 57, and the text and maps dealing with the monsoons of Asia. In the reviewer's copy the colour printing is imperfect, the error in the register often exceeding a quarter of an inch. A misprint frequently met with elsewhere is seen in Figure 60.

The Home of Man. Part I.—The British Isles. By W. C. BROWN and P. H. JOHNSON.

With the authors' standpoint that topography shall be taught in connexion with geological structure, and that the more densely populated areas (in this case the coal-fields) should receive the fullest treatment, we are in complete agreement; and we can highly commend the clear, well set type and the many interesting photographs to be found in this book. But we cannot recommend it to teachers unless they are already better equipped than the authors to deal with the question of structure. Patches of chalk are *not* to be found scattered over the London clay, the chalk is not "recent or tertiary" (sic), nor are "the rocks between the oolite and the coal" all secondary (pages 50 and 51). It is quite misleading, in the case of a country once heavily glaciated, to enumerate the rock strata and say that "these are the chief soils." Neither the Cotswold Hills (page 100) nor the Cheddar Cliffs (page 229) are of chalk. The determination of the area of the *outcrop* of the coal measures gives a less result in those cases where the carboniferous series dips

under younger rocks, and, where coal is mined, far beyond the limits shown on the map; and in this connexion the excessive dip shown in the diagram (Fig. 63) is very misleading. Nor are the chapters on climate much more reliable. There is no mention, for instance, of the fact that temperature observations are reduced to sea-level before the isotherms are plotted. We have said enough to show that this is a book to be used with caution.

A BATCH OF GERMAN BOOKS.

To get the mind into a German mood read a little in E. F. Henderson's "Blucher" (5s. net, Putnam's "Heroes of the Nations" series), or in that shilling's worth of delight, Josef Viktor von Scheffel's "Ekkehard," as translated in "Everyman's Library" (Dent). Then perpend this list of German educational books, into which we will admit nothing that may not be used with confidence and profit in school or lecture-room. We place the books, so far as possible, in the order of their difficulty.

(1) *Arnold's Modern German Course.* By F. W. WILSON. (3s. 6d. Edward Arnold.)—The author, an assistant master, once at a *Realgymnasium* in Saxony, now at Clifton, has written a well planned, practical book for those who are beginning German at thirteen or fourteen years of age. He leads off with short stories, which are followed by a sufficiency of grammar, and by exercises and retranslations. The accuracy of the details shows that Mr. Wilson has a very sound knowledge of German. We note briefly: *Der Rheingau* is rightly given; but we have often heard *das* in the Rheingau. Under § 128 the difference between *darin* and *darin* might have been stated. *Gesünder* is as correct as *gesunder* (page 121). The distinction between *herum* and *umher* is inadequately expressed; cf. Engelen, "Grammatik der neuhochdeutschen Sprache" 1883, page 275. Dr. Wilson teaches *w* as dento-labial; we should prefer to teach it as bilabial.

(2) *Gerstaecker's Gernmelshausen.* Edited by D. L. SAVORY. (1s. 6d., Rivingtons.)—Prof. Savory's little work, one of Rivingtons' "Direct Method Easy German Texts," and in German throughout, needs no recommendation. When only German is used it is hard to explain particles. We read: *der Wein floss nur so = der Wein floss in Strömen*; it would help a boy if he were told that *nur* so is his own "fairly."

(3) *Schubert's Peterl.* By LUISE DELP. (1s. 6d.) (4) *Spyri's Was der Grossmutter Lehre bewirkt.* By SARAH T. BARROWS. (9d.) (5) *Frommel's Mit Ränzel und Wanderstab.* By W. BERNHARDT. (1s. 6d.)—These are "numbers" in Heath's or Harrap's "Modern Language Series." In (3) *Achsel* is rendered "arm-pit," which is *Achselgrube* or *Achselhöhle*; *die Achsel*, properly the angle that the arm makes with the body, is often used for "shoulder." *Er fasste sie unter beiden Achseln* = "he caught her under the arms." The vocabulary of (4) gives "thoughtful" for *bedächtig*, which may serve at times; but "deliberate" is a useful equivalent to remember. No. (5) should not be overlooked by the teacher who loves the Black Forest, a ramble through which by schoolboys forms the subject of the book. Admirable notes of the explanatory sort are given, but *Affentaler* ought not to be described as claret. The three books are all good.

(6) *Fulda's Der Talisman.* By O. MANTHA-ZORN. (2s. Ginn.)—Concise notes are followed by German questions on the matter of the play. The introduction touches on modern politics in a way that might interest a "First Set Modern." The German is elegant and not difficult.

(7) *Konrad Meyer's Jürg Jenatsch.* By W. AHRENS. (2s. 6d. Macmillan.)—This is a "Siepmann's Advanced German Series" book (Key by the General Editor, 2s. 6d. net), and the standard of scholarship reached in it is high. Mr. Ahrens tells his readers much that is not contained in ordinary school books; he gives, for example, the official rule for resolving *ck* into *k-k* in the division of syllables, and some useful etymologies. But why does he call Tirol "the Tyrol"? In the phrase *es kommt mich (or mir) hart an*, if *mich* is older and more correct, *mir* is now the preponderating usage. The text being presented in a shortened form, the story could be read in a term.

(8) *Personal and Social German Letter-Writer.* By F. FRANK. Revised by J. C. H. SCHAFHAUSEN. (Wrapper, 1s.; Cloth, 1s. 6d. Marlborough.)—We know no better collection of model letters than this. Specimen letters by classical authors have been added to illustrate German prose in the epistolary style. The publishers supply a key. Both for continuation classes and for schools the book will have high value.

(9) *Outlines of the History of German Literature.* By J. G. ROBERTSON. (3s. 6d. net. Blackwood.)—Prof. Robertson now follows his "History of German Literature" with a shorter treatise, gaining space by treating the minor writers briefly. The one fault we have to find with it is that the matter has not been brought quite up to date. Sudermann's "Die indische Liebe," Ac., is not

mentioned, and Gustav Frenssen is named as the author only of "Jörn Uhl" (1901).

CHEMISTRY.

Theoretical Chemistry. By PROF. WALTER NERNST. Translated by H. T. TIZARD. (Pp. 810, xix. 15s. net. Macmillan.)

This is a new edition of the translation of Prof. Nernst's great work on Theoretical Chemistry, and contains much new matter which brings the book quite up to date. This book is a consideration of Physical Chemistry from the standpoint (as stated in the sub-title) of Avogadro's Rule and of Thermodynamics. It shows that Physics and Chemistry have no line of demarkation between them, and the modern physicist is of necessity as much a chemist as the chemist is a physicist. Prof. Nernst, after an introduction, considers Physical Chemistry in four Books. In Book I he discusses the universal properties of matter, the various states of aggregation and the phenomena of solution. In Book II he considers atoms and molecules, in which the atomic theory, kinetic theory, and various aspects of the molecular theory are reviewed, and in this Book a chapter on Radioactivity is introduced in this edition. The Third Book considers the transformation of matter, chemical statics and kinetics. The Fourth Book contains chapters on the transformations of energy, being considerations of thermochemistry, electrochemistry, and photochemistry. The book is completed by a full Index of authors and of subjects. This book standardizes, as it were, the theories of Physical Chemistry, and thus opens a limitless field for the continuation of the steady research which inevitably follows the announcement of all new theories. It is invaluable both to the chemist and to the physicist.

Inorganic Chemistry. By W. M. HOOTON, M.Sc., M.A., &c. (Pp. 408, viii. 3s. 6d. net. Edward Arnold.)

This book is one admirably suitable for the upper forms of secondary schools. It contains all that is needful for a sound knowledge of the principles of chemistry, and, moreover, it does not presuppose (as is the wont with too many school books) the possession of that elusive quality, the scientific mind. Here the student is led gradually into the path he should follow; he is not bewildered at the outset by scientific terms, but he is conducted from the consideration of quite simple properties to those of a different calibre—namely, the molecular theory and reduction and oxidation. His progress is helped in a truly remarkable manner, here by an experiment, there by a diagram, and again by suitable examples. The author has produced an excellent text-book, in which is embodied the experience of many years. A feature of the book is the summary at the end of every chapter, which, together with the copious examples and questions, gives invaluable help to the student working for examinations. The style is clear and lucid, and the diagrams are excellent. These points, together with the full index, an appendix of useful data and answers to questions, commend this book to the favourable notice of all students who are preparing for the Matriculation or Army Entrance Examinations, the syllabuses of which it amply covers.

Applied Electrochemistry. By M. DE KAY THOMPSON, Ph.D. (Pp. 329, xii. 9s. net. Macmillan.)

This book is a valuable contribution to the literature of chemical technology, and its value is enhanced because it deals with a branch of applied chemistry which is rapidly becoming of enormous commercial importance. Electricity is every day coming to the front in manufacturing operations, and this up-to-date treatise on the joint application of chemistry and electricity to commercial undertakings is issued at a most opportune moment. The plan followed in this book in each chapter is to give first a discussion of the theory of the operation under consideration, and then to give details of the technical applications of the theory. By far the greater part of the book is taken up by the consideration of purely commercial applications of electrochemistry, but there are several chapters in which the use of electrochemistry in the laboratory is discussed. For example, there are chapters on Voltameters, Electrochemical Analysis, Electrolytic Reduction, and Oxidation, giving the applications of electrochemistry in the laboratory. The remainder of the book consists of chapters on Electroplating, Winning and Refining of Metals in Aqueous Solution, Production of Alkali Salts by Electrolysis, Primary Cells, the Electric Furnace, the Electrometallurgy of Iron and Steel, and the Production of Ozone. This recital of the contents of the book shows that no aspect of electrochemistry has been neglected. The book is well written and the value of the text is increased by numerous references to original papers, by many clear diagrams, and by the inclusion of a large number of photographs of actual electrochemical plant. A copious index and an appendix of electrochemical constants bring this book well up to the standard of the modern technical treatise. This book should be consulted first by the engineer, since it shows

how important a part electricity plays in modern manufacture, and, secondly, by the chemist, since it gives information of the application of his science to industry in a host of fascinating ways.

SCIENCE.

College Physics. By J. O. REED and K. E. GUTHE. (12s. net. Macmillan.)

This book attempts to deal with the whole range of physics up to a standard somewhere between the Intermediate and Final pass examinations of London University. The arrangement and selection of the topics are good—the arrangement markedly so. But it is impossible to treat so wide a range of subject-matter with any thoroughness within the compass of six hundred and twenty pages. Nevertheless, the book might prove very useful as giving the framework of the subject, the teacher expanding the treatment of all those topics of which he desired the pupils to have a sound working knowledge. Such a method of using the book would be assisted by the useful collections of problems at the end of certain chapters, the good index, and highly satisfactory sequence of subjects. As the standard of school physics in the United States is far below that to which we are accustomed in this country, it is probable that the authors have provided a manual which contains as much as the average college student can cope with during their course at the University of Michigan, in which the authors are professors. We may add that the book has few errors, although we notice that the usual schoolboy mistake as to the tension of string has been perpetrated in the paragraph (page 26) on "Atwood's" Machine. As usual, the siphon is treated statically; it is necessary for students to consult a work on hydraulic engineering if they wish to know anything about siphons. The later and more advanced chapters are as good as the limits of space will allow, and a commendable feature (which might more often be found in books written in this country) is the frequent reference to original memoirs.

Elementary Experimental Science. By W. T. COUGH and A. E. DUNSTAN. (2s. 6d. Methuen.)

This book has now reached a tenth edition, and in this issue improvements have been made, chiefly by deleting the old papers and inserting new ones. With the new matter, the work is fairly up to date. One adverse comment must be made—viz. much use is made of quite small type. In other respects—the arrangement of the exercises, indexing, &c.—the book is most workmanlike.

Senior Heat. By R. W. STEWART and J. SATTERLY. (3s. University Tutorial Press.)

This book is one of a series specially written to meet the requirements of the Cambridge Senior Local Examination. Like other works of the series, the information is accurate and up to date, and the difficulties are faced and explained. The explanations sometimes suffer from over-compression, but the book can be recommended for use wherever a teacher can supplement the direction and description of the experiments. The earlier chapters are practically the same as those in the "New Matriculation Heat" by the same authors.

"Dent's Scientific Primers."—*Physiology.*

By W. D. HALLIBURTON. (1s.)

Dr. Halliburton gives a clear, though condensed, account of such portions of the subject as can conveniently be studied in the classroom. Difficulties are often made clear by an extensive and clever use of analogy, the section devoted to the nervous system being especially well written. One can depend upon the accuracy and up-to-date character of the information, and the only reason for hesitation in giving the primer unreserved praise is the pernicious glazing of the paper. We hope the publishers will remove this defect in subsequent issues of this and other books of this cheap and handy series.

First Book of Zoology. By T. H. BURLEND. (1s. 6d. Macmillan.)

Amid the large number of Nature study books published recently some stand out by reason of the absence of gush and the presence of information which is really wanted. Mr. Burlend's little book tells us about the life of selected common animals, from the earthworm and the gnat to the pig and the sparrow. The information given is just what is wanted; it is given clearly, and there is an amazing amount put into a small space without any sacrifice of clearness. There are over a hundred clear and helpful illustrations, and the book reflects credit on author and publisher, the coloured plates being beautiful as well as serviceable.

Weather Science. By F. W. HENKEL. (6s. net. Fisher Unwin.) Many people are interested in the subject of the weather not only by reason of the influence of meteorological conditions on their daily pursuits, but also because they feel the prompting of that curiosity to know "how it works" which frequently is the forerunner of true scientific interest. This book will probably appeal to adults who are thus attracted to the problems of weather

science, but we do not think that boys or girls would be stimulated much by receiving a copy as a present. The arrangement of topics is not sufficiently planned beforehand; it has the discursiveness of the semi-prepared lesson. Moreover, on matters of detail there are several statements which lack precision or are positively erroneous. A teacher who already has a good knowledge of the subject will find several interesting references, quotations, and notes of historical incidents—in fact, a collection of meteorological information from which he may extract fresh illustrative material for lessons on clouds, &c. On account of its inaccuracy it cannot be wisely introduced into the school library. The description of ozone in the concluding pages will perhaps show the want of clear thinking to which we object. We are told that ozone is compressed oxygen, three molecules occupying the space of two in common oxygen. Moreover, the old beliefs as to the occurrence of ozone are given without any hint of the fact that most modern chemists have ceased to hold them. The book is nicely printed on stout paper.

Elementary Light. By W. H. TOPHAM. (2s. 6d. Arnold.)

The arrangement of matter in this book strikes one very favourably. The instructions for the laboratory work are collected at the end of each chapter so that the descriptive text may be read without interruption. An excellent selection of test questions is provided, and these include a large number of practical exercises which have been set at various examinations. The teacher will find amongst them many useful suggestions of laboratory problems for those boys who have already done the usual experiments. The book is excellently printed, the diagrams are particularly good, and the work as a whole can be confidently recommended. A slip appears on page 61, where it is stated that the image produced by a concave mirror is subject to chromatic aberration effects. It only remains to be said that the book is about up to the standard of the Intermediate Examination in Science, and will be found useful for students who are preparing for the London Matriculation, Oxford and Cambridge School Certificate, Woolwich, Sandhurst, and the Indian Police.

The Life of Crustacea. By W. T. CALMAN. (6s. Methuen.)

Although the subject of this book is not likely to appeal strongly to the general reading public, yet there are doubtless many who, without being zoologists, are genuinely interested in the life and habits of various members of the crustacea. The inquiring reader who comes to this book for information will find an excellent account of the group, written in language as little technical as possible and illustrated admirably with well over a hundred figures. Of these more than thirty are excellent full-plate reproductions of photographs. A description of the lobster, which is chosen as a typical crustacean, is given at the outset, and this is followed by chapters on the metamorphosis of crustacea, on the crustacea of the seashore and the deep sea, on floating crustacea of the open sea, on freshwater crustacea, and on land and parasitic crustacea. The closing chapters deal with the relationship of the group to man and with fossil crustacea.

UNIVERSITIES AND SCHOOLS.

EAST LONDON COLLEGE.

The Drapers' Company offer the following scholarships of £40 per annum, tenable for three years, to be awarded on the result of the London Inter Collegiate Scholarships Examination, 1912—viz. four Science and two Arts scholarships for men, and two Science and two Arts scholarships for women. Candidates must not be more than nineteen years of age on May 1, 1912.

Fifty-two students have graduated at the University of London from this college this year (45 internal and 7 external), including ten first classes in the following subjects:—French, Mathematics (3), Chemistry (3), Botany, Engineering (2).

Mr. T. F. Winnall, B.Sc., who proceeded to Magdalen College, Oxford, and was awarded the Mackinnon Research Studentship of the Royal Society last year, has been elected to a Senior Demyslip of Magdalen College, Oxford. Mr. A. B. Grieve, B.A., has been appointed a Lecturer in Mathematics; Mr. L. F. C. Gendle, B.Sc., a Lecturer in Civil and Mechanical Engineering. The Annual Dinner of the Old Students' Association will be held on January 22, at the G. E. R. Liverpool Street Hotel (Abercorn Rooms).

CAMBRIDGE.

The curious prophecy, with which the paragraphs in my last letter dealing with the question of fees, were concluded, has proved sound. It was predicted that the more drastic scheme, whereby men should

pay as undergraduates their eventual fees in case they ever became M.A.'s, would "probably be thrown out." It was thrown out by 252 votes to 203; and the minor change, about which the forecast was a little less certain, was also rejected by 229 votes to 190. The position of the Council is a little peculiar. The last biennial election renewing half the Council, gave that body a "progressive" look. Since then its main schemes have been vigorously rejected by the Senate. Of course, the weekly round of Graces appointing A.B. to be an examiner for Part N of the examination for X, has gone through steadily. But where there has been policy, it has mostly failed. The fact is that the proposed reforms have been in the main dull nothing to win enthusiasm except from people who vote *placet* at all costs, or feel the curious pleasure some seem to have in a mere change of arrangements as such.

There was some interest here in the result of the vote at Oxford on compulsory Greek, for it was rumoured that if Oxford stuck to compulsory Greek, the much-talked-of Commission would be appointed. It might be a Royal Commission, which would inquire indefinitely, or a Parliamentary Commission packed with Labour members and with Mr. Grayson or Mr. Keir Hardie as its chairman—no nightmare was impossible. But now we understand that Mr. Asquith is otherwise occupied, that Parliament will have plenty to do next year and that our destinies are not to be pinned by way of appendix to those of Oxford, even though the *Nation* and other organs of progressive opinion are displeased with compulsory Greek. After all, education does come in, in all these matters; and, if I might address your readers who are responsible for teaching Greek and other things, it all rests with them. Greek is a fruitful subject wherever the teacher does not pinch the buds off the young plant. On the other hand, as a well known scientific man said the other day, you would expect science to be an ideal education, with all its training in observation, and so forth only, he added, the strange thing is, it doesn't seem to educate. It certainly does not, taken by itself, if one is entitled at this point and in this place to give the result of some years of acquaintance with young science men. Nor again, does the much vaunted history school quite seem to achieve all it professes—if one may judge from the vast and sombre erudition of "The Cambridge Modern History," which, by the way, was in part written by Oxford men, an illuminating fact for humble people over here.

This brings me to the University Press, which has been the centre of a small electric disturbance of late. A publication widely advertised as "The Encyclopedia Britannica"—your readers will be lucky people if they have not had $n+1$ advertisements of it already—has been given to the world with (we understand) the peculiar blessing, imprimatur, and sanction of the University of Cambridge; and some people, it is supposed, have fancied that this meant more than that the name of the University Press stood on the title page—that this was wisdom for the million on India paper, not merely printed by our Press, but conceived, digested, written, and edited under the very auspices of her whose emblem is "Hinc lucem et pocula sacra." On the other hand, whatever was supposed, certain purists indicate that it was never categorically affirmed by the Syndics of the Press that they had had anything to do with it before July 1910. It is not for your correspondent to discuss in a short letter to you "the ethics and aesthetics of advertising" which have involved here such confusion of *pocula sacra* and vials of wrath. He may record that when new members of the Press Syndicate were nominated to the Senate—two of them—two or three weeks ago, it was a new pair of names. A protest, which cannot be very private, seeing it reached the *Times* by direct communication, has been made; and that it was so far effective will be grateful to a good many people who felt less and less satisfied, with each fresh flamboyancy of advertising enterprise, to see the name of Cambridge dragged in to sell goods which may be admirable but with which our connexion began in July 1910.

Meantime, a new Secretary to the Press has been appointed, since the retirement of Mr. R. T. Wright, announced perhaps a year ago. Mr. A. R. Waller is well known to those who read Hazlitt. He has had a long and honourable connexion with the editing of English classics, and has of late been joint editor, with the Master of Peterhouse, of the "Cambridge History of English Literature," one of the happier ventures of our Press. It is generally felt that Mr. Waller has fairly won his new place by sound and intelligent service of the Cambridge Press, and the happiest expectations are formed as to what may follow his receiving a larger place in guiding the work of that great institution.

Two events connected with the teaching staff of the University call for notice. The resignation of Dr. Waldstein, who has held the Slade Professorship for a number of years, is not to sever his

The Teaching Staff.

The Financial Reform.

connexion with the University; for he is to stay here or near here, and he hopes still to lecture. He has accompanied his resignation with a generous gift towards a fund for the endowment of chairs or readerships of Anthropology, Egyptology, and the Art History of the Middle Ages, the Renaissance period and Modern Times; and he hopes that others will contribute and make these things actual.

The appointment of Dr. Holland Rose, the historian of Napoleon, to a new Readership in Modern History needs no commendation. Sound learning and high character are associated with Dr. Rose's name, and it is a happy thing that both are to be at the service of our History school.

SCOTLAND.

By an Ordinance of the 1889 Commission, Professors, Lecturers, and Assistants in each of the four Universities were made ineligible for appointment as external examiners in any of the other Scottish Universities. It is difficult to understand the reasons for this prohibition; but it is believed that the Commission desired to satisfy the extra-mural teachers in medicine, who feared that the Universities would give the examinerships to one another's teachers and would thus do injustice to extra-mural lecturers. If the appointments were made by the Senate, there might be some ground for this fear; but the University Court, which appoints, has no interest other than that of securing the most competent men that may be available. The restriction has been a constant source of trouble in other Faculties, and especially in the Faculty of Arts, where there are no extra-mural teachers. In some subjects the methods and range of teaching in Scotland are quite different from those of England and Ireland, and much of the external examiner's work has had to be done by the internal examiners. Scottish graduates are eligible as external examiners; but they are often men who have for some time been engaged in professions having no relation to the subject in which they gained distinction at the University, and if, as often happens, they have had no experience of teaching the subject, they are not good examiners. In the recent Medical Ordinances of Aberdeen and Edinburgh, the restriction was abolished as regards medicine, and the Scots Philosophical Club has asked the Universities to have it removed as regards the Faculty of Arts. St. Andrews University Court has drafted an Ordinance repealing the Ordinance of the 1889 Commission, and the passing of such an Ordinance will be a great boon.

Glasgow University Court has again adjourned its discussion of the proposed inclusive fees, until a report has been received from a further conference of representatives of the four Universities. This further conference was called to consider a proposal from Edinburgh University that the inclusive fee for the Honours degree in Arts should be the same as that for the ordinary degree, provided the degree be taken in three years, and that it should be increased by five guineas for each additional year taken to complete the degree. It is understood that at the Conference all the other Universities were opposed to the Edinburgh proposal and that the Conference accordingly decided to adhere to its former resolution. Mr. Birrell, Lord Rector of Glasgow University, has appointed Col. A. B. Grant, M.V.O., to be his assessor on the University Court, and Prof. Muir has been appointed by the Senate to be an assessor, in succession to Sir Hector Cameron. At a meeting of the Court sympathetic reference was made to the death of Sir Joseph Hooker, who was one of the oldest and most distinguished graduates of the University. He received the degree of M.D. in 1839, when his father was Professor of Botany in the University. The Court resolved that the Commemoration address next June should be on Sir Joseph Hooker, and that Prof. Bowers should be asked to deliver it. The Lord Rector is expected to pay his first visit to the University on February 9, when he will be the chief guest at the annual house dinner of the University Union. The new head-quarters of the Glasgow University Officers' Training Corps will be opened by the Chancellor, Lord Rosebery, on the afternoon of Friday, January 12. Mr. Hugh A. Reyburn, M.A., second assistant in Moral Philosophy at Glasgow University, has been appointed Professor of Philosophy at the South African College, Cape Town.

The Senate of Aberdeen University has appointed Prof. Macdonald to be one of its assessors on the University Court. Mr. F. E. A. Campbell, B.A., Ph.D., has been appointed to the new lectureship in English Language. The late Mr. John Thomson, of Aberdeen University Press, has bequeathed £2,000 to the University for the purpose of endowing a lectureship, in memory of his son, who was a distinguished student of the University. Mr. Thomson has also bequeathed to the University some valuable pictures.

The Curators of patronage at Edinburgh University have announced that the applications of candidates for the chair of mathematics, vacant through the death of Prof. Chrystal, should be lodged

not later than February 8. At a meeting, called by Prof. MacGregor, it was resolved to obtain funds for a memorial to the late Prof. Tait, which it is hoped may take the form of an addition to the staff of the Natural Philosophy department or, if enough money is subscribed, of the establishment of a chair of mathematical physics. The Senate of Edinburgh University has resolved to invite M. Henri Bergson, Professor of Philosophy in the Collège de France, Paris, to be Gifford Lecturer from October 1913 to October 1915. Viscount Haldane has been elected honorary president of the Associated Societies of Edinburgh University, in succession to Lord Hugh Cecil. Prof. Richard Lodge has been appointed Dean of the Faculty of Arts, in succession to the late Prof. Chrystal. Prof. Geikie has presented to the University the geological class library, of nearly 3,000 volumes, formed by himself and his brother, Sir Archibald Geikie.

The question of the decrease in the number of students in training who take a University course was discussed at a recent meeting of the Edinburgh Provincial Committee, and a special sub-committee was appointed to consider the matter in conjunction with the other Provincial Committees. The decrease has arisen mainly from the regulation which practically imposes a four years', instead of a three years', curriculum for students who take their training along with their University course. The new resolution of the Education Department to give grants for four years in the case of University students should simplify, if it does not entirely solve, the problem. The Edinburgh Provincial Committee has approved sketch plans of a new demonstration school, the estimated cost of which is £14,730. The Glasgow Provincial Committee has invited six firms of architects to submit plans in competition for its new training college at Jordanhill. The cost of the new college will probably be about £100,000.

The annual Congress of the Educational Institute of Scotland will be held at the Royal High School, Edinburgh, on January 3 and 4. The president is Dr. Morgan, of the Edinburgh Provincial Training College, and addresses will be given by Sir George Kekewich, Mrs. Humphry Ward, Prof. Darroch, and others.

Dr. Heard, of Fettes College, has been elected President of the Classical Association for the next two years.

At the meeting of the Glasgow and West of Scotland branch of the Teachers' Guild, Emeritus Professor G. G. Ramsay delivered a lecture on "Living and Dead Teaching, Living and Dead Languages," in course of which he contrasted unfavourably the stringent regulations of the Scotch Education Department regarding secondary education with the more generous and liberal methods of the English Department. Whether or not Prof. Ramsay's strictures on the Scotch Department are entirely justified, there is no doubt that the English Education Act has done much more for secondary education than the latest Scottish Act, which was a timid measure and avoided all serious difficulties. It did a good deal for primary education; but it left one to infer that secondary education required little more than the provision of bursaries to enable children to attend central schools. The progress of secondary education in Scotland will not be satisfactory until we can get rid of Parish School Boards, elected by the cumulative vote. Under the present system the Local Authorities are unfit to be trusted with much liberty of action, and the direction of secondary education is thus centralized in the Education Department, with results which must be unsatisfactory, however able the Department may be.

IRELAND.

The winter Conferring of Degrees of Dublin University was held in the Theatre of Trinity College on December 21, when a large number of degrees were conferred, on the results of the examinations of the term just completed. Maynooth College had its degree-giving day on December 10, when Sir Christopher Nixon, Vice-Chancellor of the National University, presided. University College, Dublin, held the inaugural meeting of its Legal and Economic Society on November 29, when the address of the Auditor, Mr. P. O'Toole, M.A., on "Union Finance and Home Rule," drew forth interesting and important speeches from Lord MacDonnell and Mr. A. Samuels, K.C.; and the inaugural meeting of its Literary and Historical Society on December 12, when an address on "The Dawn on the Hills of Ireland," by the Auditor, Mr. John Ronayne, B.A., was followed by speeches from Mr. John Dillon, M.P., and Mr. T. W. Russell, M.P.

Prof. Gilbert Morgan, D.Sc., F.I.C., Assistant Professor in the Imperial College of Science and Technology, London, has been appointed to the Chair of Chemistry in the Royal College of Science for Ireland, rendered vacant by the retirement of Sir Walter Noel Hartley, F.R.S. The Department of Technical Instruction

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and Agriculture have appointed Mr. John Ingram, B.E. (R.U.I.) and Mr. W. Gordon Pirrie, M.A., B.Sc. (Aberd.), Junior Inspectors of Technical Education.

In presiding at the annual prize-giving of the City of Dublin Municipal Technical Schools, on December 15, the Lord Mayor stated that the Dublin Corporation had decided to give the National University £3,000 for scholarships, and that they had earmarked 25 per cent. of this sum for technical-school scholars. This is some compensation for the abolition of the extern-student system, by which hitherto a considerable number of students of the Technical School have been able to obtain degrees (chiefly in mathematics and physics), without attendance on the day lectures of the University. The annual report, submitted at the meeting, showed the Dublin Technical Schools to be in an efficient state, the number of students during the past session being close on 1,900, a large number of whom obtained distinctions in the public examinations of the Board of Education, the Royal Society of Arts, the City and Guilds of London, &c.

Students of the Metropolitan School of Art in Dublin have also acquitted themselves well in the National Art Competition at South Kensington, having carried off two gold, three silver, and four bronze medals, besides prizes and certificates. The works sent in for the competition, as well as other specimens of the students' work, are on exhibition at the school during the last week of the year.

The Commissioners of National Education have appointed Mr. J. McNeill, B.A., Senior Inspector, to be Chief Inspector of National Schools, in place of Mr. A. Purser, who has resigned after a long and active term of service. "The Medical Inspection of Schools and School Children" formed the subject of a paper read by Dr. J. B. Story, F.R.C.S.I., at a meeting of the Statistical Society, held on December 9. As medical inspection does not obtain in Ireland, Dr. Story's arguments and facts were derived mainly from the results of inspection in England, but he made out a strong case for its introduction in this country. As for the necessary funds, they would have to be provided either by the Treasury or the rates. Dr. Story was inclined to recommend the latter course, as being the more hopeful, and tending also to encourage local interest in the matter. Dr. Story referred to the fact that three classes of the community who might be supposed to have some knowledge in the bringing up of children were not represented on the National Board, namely, the medical profession, mothers and women generally, and school teachers.

Now that the public interest has at least been roused to some extent on the important question of school hygiene, it is to be hoped that some practical steps towards reform will be made for instance, in the modification of the existing school hours, which might be done without any appeal to the Treasury. Unfortunately, in Ireland, a sudden ebullition of the public conscience is too often followed by a lapse into the previous condition of easygoing indifference.

A kindred question, the feeding of necessitous school children, was brought before the notice of the Corporation on December 4 by a deputation from the Ladies' School Dinner Committee. This Committee, relying solely on the voluntary services of its members and collections raised by them, is at present giving from three hundred to three hundred and fifty free dinners daily to children in the poorest schools of the city, as well as a hundred and fifty dinners at the charge of 1d. to children who can afford to pay so much. In England and Scotland free meals for poor school children are provided for by the rates, and the deputation asked for a grant from the Corporation to enable them to continue and extend their work. The matter has been referred to the Finance Committee of the Corporation.

The attendance of National school children was brought forward last year in a paper read by Mr. Frederick Ryan, at the Dublin University Gaelic Society. Mr. Ryan's facts and figures reveal an unsatisfactory state of things. Under the Compulsory Attendance Act, out of the school year of about 208 days, only 150 days' attendance is required. In Ireland, out of 670,000 children on the rolls, only 21 per cent. or 4 per cent. put in an attendance of over 200 days in the year, while about 200,000, a little over one third, put in only the requisite 150 attendances and no more. These latter can hardly be expected to profit by such desultory instruction as they receive. In forty towns in which there is a municipal government, and in about a hundred rural districts, there are no school attendance committees, nor is any attempt made to enforce the Act. One of the most painful features which daily life in Dublin presents to the observer, is the number of young children who are to be seen at all hours of the day, and late into the night, in the streets, all more or less ragged, often engaged in street trading, which in most cases is only a pretext for begging. Attempts have been made from time to time to awaken the public

conscience on this matter and to put down street trading among children; but the public conscience has so far never gone beyond admitting the grievance, while declining any responsibility for it.

The week before Christmas is in secondary education devoted to prize distributions and speech days; after which the schools close for the winter vacation of a fortnight. Alexandra College brought the term to an end on December 19, with that popular function known as "Students' Day," when a large number of students, past and present, and one or two old friends of the College, including the Countess Aberdeen, assembled in the evening to witness a capital performance of "Twelfth Night."

The Dublin Education Society held a meeting on December 13, in the Royal College of Science, when the Rev. T. Corcoran, B.A., Professor of Education in University College, delivered a lecture on "Education through History."

Our Oxford Correspondent's letter reached us too late for insertion.

SCHOOLS.

CHESTER, THE QUEEN'S SCHOOL.—The Prize Distribution took place in the Town Hall, on November 2, the prizes being distributed by Lady Mackinnon. The year's successes include the following:—Open Scholarships in Geology (Girton College), to Marjorie Smison; Hastings University Scholarship, to Kathleen Curlett; Tressie Brown Scholarship, to Marjorie Smison; Duke of Westminster's Gold Medal for Pianoforte Playing R.C.M. and R.A.M. Local Examinations, to May Swire; the Cambridge Higher Locals, Natural Sciences Division, Class I, Kathleen Curlett; Oxford and Cambridge Joint Board Higher Certificate, Margaret Dubben. On December 18 and 19 the school gave a theatrical entertainment in support of the School Charities. The children of the Lower School presented "The Dream Caliph," an Arabian Night's Extravaganza, those of the Upper School "Frithjof and Ingebjorg, a tale of the Northland." Both were new plays written for the occasion and were well received. Extensive additions are being made to the school. The new wing, in process of construction, will provide additional classrooms, laboratories, and a room for cookery.

HACKNEY, LADY HOLLES' SCHOOL.—On Wednesday, December 13, the prize distribution took place at this school, Dr. Inge, the Dean of St. Paul's, presiding. Amongst the successes mentioned by the Head Mistress, Miss A. B. Clarke, were the following:—Seven girls passed the Senior Certificate Examination London University: E. Glasstone in Class I, with distinction in French, Science, and Mathematics. M. Hintze has been awarded a scholarship of £40 a year for three years by the governors of the school, and is holding it at Bedford College. Thirteen girls passed Senior Oxford, H. Skipper with Second Class honours and distinction in English Language and Literature.

HARROW, THE COUNTY SCHOOL.—Lieutenant-General Sir Robert Baden Powell, K.C.B., visited the school at the end of November and addressed a meeting of parents and others upon "Scouting for Boys." The Head Master, Mr. Ernest Young, had conceived the idea of enrolling the whole school and of conducting the work in surveying, natural history, and other subjects, partly in the form of Scout work closely correlated with school work. Sir Robert delivered an eloquent and inspiring address on the general principles of his wonderful movement, the head master explained his proposed application of these principles to the County School, Harrow, and the parents asked questions and got sundry doubts settled. Within the next week 144 boys out of 183 enrolled themselves as Scouts. On November 4, Mr. W. E. Gaze, F.R.G.S., gave us a lecture, "An Evening in Egypt."

MARY DITCHFIELD SCHOOL AND TRAINING COLLEGE.—A Bazaar, held on November 24 and 25 for establishing a cot in King's College Hospital and maintaining others in All Saints' Convalescent Home for Children, Highgate, raised (after expenses were paid) the sum of £400.

MILL HILL SCHOOL.—The Old Millhills Club proposes to celebrate Dr. McClure's completion of twenty-one years' head mastership at Mill Hill next July by a building a music school, which shall bear his name, and by placing a portrait of him in the hall. In a statement just issued, Mr. Robert Temperley, of Newcastle, president of the club, says that the estimated cost of these projects is £3,000, towards which a considerable amount has already been promised. Dr. McClure's term of service, as Mr. Temperley says, has not been equalled in length by that of any of his predecessors, and, what is more, "at no period of its history has the school flourished as it flourishes to-day."

NORTH LONDON COLLEGIATE SCHOOL.—In the recently published degree lists of the University of London, the names of the following ex-pupils of the North London Collegiate School appear

Honours: First Class—G. M. Miall Smith (Zoology), E. E. Hewer (Physiology); Second Class—I. Davis (Classics), L. A. Jones (Classics), G. Misick (English), A. Moule (History), E. J. Scott (History), J. M. Bickley (Modern Languages), W. P. White (History). Third Class—N. J. Winterbottom (Botany); Pass First Division—A. L. Byatt (Arts), E. L. Marler (Arts), S. Dywien (Arts), N. Milnes (Science); Pass Second Division—D. G. Hewer (Science), E. H. Pannett (Science), E. Jacob (Science), D. M. E. Clark (Arts). Final Degree Examination, 1911: Gladys Miall Smith, Class I in Zoology; Evelyn Hewer, Class I in Physiology; Irene Davis and Lilian A. Jones, Class II in Classics; Gladys Misick, Class II in English; Annie Moule and Eleanor Scott, Class II in History.

OXFORD, MILHAM FORD SCHOOL.—The annual prize-giving was held on November 30, in the new Lecture Room of Cherwell Hall College, the chair being taken by the Rev. D. S. Margoliouth, the Laudian Professor of Arabic. The report, which was read by the Head Mistress, Miss C. I. Dodd, M.A., showed that one pupil had won a scholarship tenable at the University of Oxford, while four girls have had school scholarships renewed. In the Oxford Senior Local Examination, for which last July 9,575 candidates entered, pupils of Milham Ford School won the first place in English, the second place (equal) in History, and the third place (equal) in Botany.

ROMFORD COUNTY HIGH SCHOOL FOR GIRLS.—On Speech Day, December 14, the Earl of Meath unveiled a tablet, the work of Mr. R. Garbe, given by the pupils, their parents, the Head Mistress and staff in commemoration of the transference of the school to its new premises. A flag, the gift of one of the governors, was also presented to the school. The Head Mistress, Miss F. B. Bardsley, B.A., reported that during the year 1910-1911 ten girls had passed the Senior Cambridge Local Examination. The Earl of Meath gave an address on "The Relation of Women to the Empire, their Call to it, and their Place in it."

SHERBORNE SCHOOL FOR GIRLS.—The new buildings erected to take the place of those destroyed by fire during the Christmas holidays (1910) were opened on October 26 by Princess Victoria of Schleswig-Holstein. Archdeacon Westcott, Chairman of the Governors, presided. An organ, to be placed above the concert hall platform, has been presented by Mrs. Kenelm Digby in memory of her late husband.

STRAND SCHOOL, KING'S COLLEGE.—Speeches and distribution of prizes took place on December 7 in the large hall, Church House, Westminster. The Head Master, Mr. R. B. Henderson, in submitting the report, stated that during the past year four pupils had passed the London Intermediate, fifty the London University School Examination, and thirty-six had passed open competition appointments in the Civil Service, including first and second places in the Customs and Excise Examinations. He referred to the advantage of having a representative of the assistant masters on the governing body. The Rev. A. A. David, who distributed the prizes, expressed his satisfaction at the wonderful success of the school in supplying good recruits for the Civil Service. That was a career which offered exceptional opportunities to character and capacity. The qualities that were needed were honesty—i.e. the resolve to put in honest work—courage to tell a Cabinet Minister, if necessary, that he is doing wrong, and loyalty. The speeches included a scene from Shakespeare's "Henry IV," from Goethe's "Faust," and Racine's "Les Plaideurs."

WORCESTER HIGH SCHOOL.—The principal prizes and distinctions gained in the school during the past year are the following:—Oxford and Cambridge Joint Board: six higher certificates and four letters with seven distinctions, twelve lower certificates and one letter with twenty-five first classes. Société Nationale des Professeurs de Français: thirteen prizes (three in the Concours de Lauréats), seven certificates, and thirteen Mentions. Associated Board R.A.M. and R.C.M.: Centre Examination—three intermediate grade (in piano, violin, and singing respectively); Schools Examination—fourteen, with two distinctions in the higher division. Royal Drawing Society: forty-one honour and thirty-six pass certificates. Association of Plain Needlework: seven first, seven second, and two third prizes, and fifty-three first class certificates. Training Department: one Cambridge Teachers' Diploma (first class). National Froebel Union: one higher certificate with distinction in History of Education, one elementary certificate. D. Chappel gained the first scholarship at St. Hugh's College, Oxford, in history. J. Tree won a Gilchrist Scholarship at Somerville College, Oxford, in history. Old Girls: D. M. V. Hodge has been appointed head mistress of the Lichfield High School, and E. Young head mistress of the new Woodard School, to be opened at Harrogate this year. M. March has received the degree of M.Sc. Manchester; and the Mark Stirrup Scholarship for the second year. Speech day was December 4. Mrs. Temple distributed the prizes and certificates, and then addressed the visitors and children. After

alluding to the work done by the pioneers of higher education for women, she said that there still remained the duty of maintaining this education at the level it had reached. In so doing, schools independent of the State had a great advantage, for they could avail themselves of the helpful suggestions of H.M. Inspectors without the necessity of adhering to the regulations of the Board of Education. In returning thanks to Mrs. Temple, the Chairman, Lord Cobham, announced that the house in Britannia Square, which has long been used as a boarding house, had just been purchased, and was now permanently attached to the school.

COLONIAL AND FOREIGN NOTES.

FRANCE.

The topic of the hour in political circles is the strengthening of the *entente cordiale*. At the risk of being told that the concords in our province are the grammatical, let us offer a word to the discussion of means. Very urgently do we repeat our plea for the establishment of an Institut français in London. Perhaps the reader has forgotten what an Institut français is. It is an offshoot of a French University, planted in a foreign country. Under this form of University Extension culture is at once imbibed and communicated, France giving of her own and receiving that of the land in which she sets her foot. It is a new movement, rich in promise. In 1908 an Institut français was established at Florence by the Universities of Grenoble and Lyon. Afterwards similar institutions were founded at Madrid and St. Petersburg; a fourth is to be opened at New York.

Let us explain how the Institut français at Florence, the most fully developed of these academies, works. Administratively it is an annex of the Faculty of Letters of Grenoble, which appoints the director and fixes the expenditure. Two courses of lectures to the public are given every week, one on the history of French art, the other on the history of French music. For regular students the instruction is divided into four sections, the most important being the section of Italian literature for French students, and that of French literature for Italian students who seek to become teachers of French. Apart from lecturing, the Institut has already issued numerous publications and, in particular, a series of French classics for Italian schools.

There is similar activity at St. Petersburg. Founded last March, the Institut français in the Russian capital was formally opened on October 31. It is under the patronage of the Universities of Paris, Nancy, Lille and Dijon, of the Collège de France, of the Ecole des Hautes Études, and of the École des Langues orientales. Its objects will be, on the one hand, to foster the study of the Russian language, literature, history and arts in France, and to gather in one sheltering home the French who wish to devote themselves to Slavonic studies; on the other, to diffuse in Russia a knowledge of the French language and literature. The program of courses and lectures runs thus: (i) History of French Art (French painting in the Nineteenth Century); (ii) History of French Literature (romantic literature in France); (iii) History of France (French civilization in the Eighteenth Century); and (iv) Byzantine history (Constantinople in the Middle Ages). Moreover, a teacher from a girls' lycée in France will tell the Russians all about the progress of education among French women at home.

Now would it not be delightful if we could get a colony of witty Frenchmen, professors and students from, let us say, the University of Paris, housed at Kensington, and tell them all about Mr. Runciman, Mr. Pease, and the Board of Education? "Mais, Messieurs, c'est pour ça que nous l'avons fait Ministre de l'Instruction publique—qu'il fait la chasse au renard!" A little merry laughter is, after all, the best cement of friendship. But our aim is higher than at any fireside amenities; we seek a new quickening of our own civilization through the absorption of French culture, with all its graces. In this spirit we would welcome a German Institut no less warmly than a French, and would extend the relation of *entente cordiale* to all the *Kulturvölker* of the earth. The world is still in its babbling infancy. Just as the individual develops himself best, not in isolation, but amid the give and take of social life, so the hope of mankind for the future lies in the alchemy of exchange, in the dissolving of prejudices, in an

(Continued on page 54.)

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A few months ago the constitution and the powers of the Conseil supérieur de l'instruction publique were set forth in this column. In France you may reform anything; in England we are at a deadlock. The Areopagus itself was not immune from change, and, for all the sacredness of the Conseil supérieur, M. Steeg is minded to lay an improving hand upon it. At present Secondary Education for Girls is not represented. The omission, intelligible in 1880, when the Conseil was remodelled, is now to be made good; moreover, a representative on it will be given to the *répétiteurs*. These members will not alter its essential character. But the French Minister intends, as it appears, to make a new departure, and to add representatives of Commerce and Labour. That part of the reform is significant, and perhaps to be viewed with a little anxiety.

Reform of the Conseil supérieur.

GERMANY.

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Pädagogisches Archiv, LIII, Heft 11, under the heading "Das neueste Stadium der Reformbestrebungen auf dem Gebiete des Religionsunterrichts," prints an article by Prof. Dr. Arno Neumann in which

New League.

is related the recent birth at Jena of a new "Bund für Reform des Religionsunterrichts" (League for the Reform of Religious Instruction). The society aims at something whole and real, not at halfness, not at a thinning and dilution of religious truth; it seeks the golden mean between religious Nihilism and Catholic or Protestant clericalism. The school must be freed from all ecclesiastical influence, and religious instruction must be, as it were, secularized whilst remaining Christian. From the principles laid down by Prof. Rein, who is the President of the acting committee of the League, a fairly clear idea may be got of its scope:—(i) The teacher must be under no dogmatic constraint; (ii) catechism must be banished from the school; (iii) religious instruction is to be of a historical character; (iv) it must be in near touch with art; and (v) it must follow closely the natural development of a child's mind. With regard to this development, three stages are indicated: the age of stories (*Märchen*) and saga, the age of memory, and (with the coming of puberty) the age of reflection.

Now if we might assume that the school, leaving dogmatic teaching to the churches, could concern itself, not with right believing, but simply with right doing, would not Prof. Rein's principles help

Feeling for Help.

(Continued on page 56.)

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us to a sufficient method of religious instruction? "Subjective religion," said a speaker at Jena, "or, as Schleiermacher put it, piety (*Frömmigkeit*) is not teachable." We must away with mechanical processes, with sermonizing, with insistence on formal confessions of faith; what is needed is a simple presentation of the main outlines of religious history, and a limning of the great and adorable persons of whom such history treats. To the youngest children might be offered the beautiful stories related in the Scriptures—stories which keep their charm always—and that without any discussion of their character. In the next stage—that of memory—texts and passages containing immortal and universally accepted truths would, when comprehended, be learned by rote, and the history of religion studied. Lastly, in the years of adolescence, boys and girls would be called on to reflect upon the matters presented to them, to deduce inferences, to compare inwardly their own deeds with those set before them as examples. In all the stages the spoken word *would be reinforced by truly artistic pictures*, so that the impressions produced might be at once vivid and beautiful. You could sum up the method thus: *it proposes not to inculcate, but to infuse holiness.*

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religion. *Right!* He does it at his own risk. The poor scribbler of these lines was once a master in the strictest Church school in England. If he, a layman, had claimed a *right* to instruct his pupils in the principles of religion he would certainly have been dismissed, and would properly have been shot. We leave it to our readers to reflect whether Churchmen are or are not fighting for a form of religious instruction which is void of power; and whether they do not sometimes offer to others arguments that they could themselves ill digest.

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(Continued on page 58.)

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NOVA SCOTIA.

We have received the Calendar of the Provincial Normal College, which seems to be a well organized institution. The College offered for the first time in 1909-10 a training course for kindergarten teachers, and six students completed it with success. It should always be remembered that the kindergarten is the best bottom rung yet devised for the educational ladder. The Calendar and the official *Journal of Education*, which accompanies it, have a feature of peculiar interest: they are printed in accordance with the recommendations of the "Simplified Spelling Board" and the "Simplified Spelling Society" of Great Britain, Nova Scotia becoming thus the first State of the Empire to adopt the new forms. The (United States) *Educational Review* uses "thru" and a few other timid innovations; here we have "zealous," "geografy," "fysics," and so forth. We need not repeat what we have already said upon the subject of spelling reform. In England it is raising its battered head again, and gratifies a somewhat primitive sense of humour. Curious, by the way, to see so many journals urge *other* journals to embrace it, the current belief being that it would ruin the *Times* in a month.

Children are taught in many places to observe the phenomena of Nature. In Nova Scotia this method of instruction is developed with great completeness. A sheet is issued which has to be handed promptly by the Secretary of every School Board to each teacher employed within its district. It contains forms in which are to be recorded the dates of the first leafing, flowering, and fruiting of plants and trees, the first appearance of birds migrating North in spring, or South in autumn, and meteorological phenomena, such as the last fall of snow and the opening of an ice-bound river. Children are encouraged to watch all these things, especially on the way to and from school, so that much "Nature study" is done without any encroachment upon school hours. The records thus obtained are sent to the Inspector along with the school returns in July and February, and make a sort of Natural History of Nova Scotia, written by its own children.

(Continued on page 60.)

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No. 4,814. **TRANSFER** of old-established Day School, in a Suburb of a Northern Manufacturing Town. Over 40 Day Pupils at fees of £6 to £15 per annum. Gross receipts over £600, and profit over £300. Goodwill and School Furniture, £250.

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Transfers and Partnerships are on pages 6, 58, and 63; other School and Teachers' Advertisements are continued on pages 63, 64, 65, 66, 67.

X

I received one indignant protest against the piece set last month on the score that it was impossible to make out without the context. I plead not guilty, and maintain that it is not unreasonable to expect competitors to know of the "Marquis de Carabas," one of Béranger's most famous *chansons*, and, if they did not know, to find out from La Rousse or any French History that the *Chambre Introuvable* was the Miraculous Parliament of 1816, so named by Lewis XVIII as ultra-Royalist. Whether this word and *chanson* and *feuilletons* should be retained is an open question. For the first two fair equivalents can be found, but not for the last. "Middles" comes nearest, but it is too technical a term. In the first sentence there are two pitfalls. *Le malin* is "the rogue" in a playful sense ("wily fellow" is weak), and *le démon* is "the tempter"; "devil" is too strong, and assuredly it was not his "evil genius" that prompted Béranger to write songs. "Capture Fame by another wing" sounds forced in English, and I should slightly vary the metaphor—"pluck a different feather from Fame's pinions." In the next sentence, too, the Prize Version might be improved—"The outburst of Royalism in 1816 had produced in him a reaction," or "He had been revolted by," &c. "So much ridicule" is a *non-sens*. *Il était à l'affût*: the sustained metaphor needs bringing out:—"He was like a sportsman at the covert side; the royalism of the 'Peerless Parliament' flushed the birds for him, and he had only to fire away and had no need to beat the bush." *Refuser le feuilleton*: "to decline the offer to contribute the feuilleton." *Amèment la répression*: "had led to repression" is not clear: "the mad folly of the Government led to a general revolt against it, led to its extinction, but the newspapers which were suppressed by the Censor suffered in the process." *De plus belle*: "even happier than before"; not a superlative. In the last sentence I cannot improve on "Emil," only for "we all know" read "we have seen" (in the previous part of the causerie).

A Prize of Half a Guinea is offered for the best translation of each of the following:—

ECRIT AU BAS D'UN CRUCIFIX.

Vous qui pleurez, venez à ce Dieu, car il pleure.

Vous qui souffrez, venez à lui, car il guérit.

Vous qui tremblez, venez à lui, car il sourit.

Vous qui passez, venez à lui, car il demeure.

—VICTOR HUGO.

Wär' nicht das Auge sonnenhaft,

Wie könnten wir das Licht erblicken?

Lebt' nicht in uns des Gottes eigne Kraft,

Wie könnte uns das göttliche entzücken?

—GOETHE.

Οὐκ ἔθaves, Πρώτη, μετέβης δ' ἐς ἀμείνονα χώρον,
καὶ ναίεις μακάρων νήσους θαλὴν ἐνὶ πολλῇ,
ἐνθα κατ' Ἠλυσίων πεδίων σκιρτῶσα γέγηθας
ἀνθεσιν ἐν μαλακοῖσι, κακῶν ἔκτοσθεν ἀπάντων·
οὐ χειμῶν λυπεῖ σ', οὐ καῖμ' οὐ νοῦσος ἐνοχλεῖ,
οὐ πεινῆς, οὐ δίψος ἔχει σ'. ἀλλ' οὐδὲ ποθεινὸς
ἀνθρώπων ἐστὶ σοὶ βίος· ζῶεις γὰρ ἀμέμπτως
αὐγαῖς ἐν καθαράσιν Ὀλύμπου πλησίον ὄντος.

—MELEAGER.

MOTTO FOR A HYMN-BOOK.

Non vox, vota vocent, non musica chordula, sed cor;

Non clamans, sed amans, cantat in aure Dei.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by January 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

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The Bookseller, Dec. 29, 1911.

LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

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Messrs. TRUMAN & KNIGHTLEY, Ltd., Educational Agents, 158-162 OXFORD STREET, LONDON, W.

MESSRS. TRUMAN & KNIGHTLEY always have on their books a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, and therefore can offer unusual facilities for satisfactorily negotiating the TRANSFER OF SCHOOLS and arranging PARTNERSHIPS. All communications and inquiries are treated in the strictest confidence. The following are a few selected from their list:—

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HOME COUNTIES.—Large, old established, and very successful **BOARDING AND DAY SCHOOL.** Principal retiring. 50 boarders, 10 day pupils. Gross receipts over £3,000. Profit £1,000. Fine premises with field for games. Capital fee accepted on all pupils transferred. Fully inspected and strongly recommended. —T.1135.

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SOHOLASTIC.

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Higher N.F.U. and Senior Cambridge Certificates. Four years' training, including one year at Froebel Educational Institute, Kensington. Handwork and Junior Music. Assist in Kindergarten or with students.—M. ENGLAND, 41 Belmont Road, Montpelier, Bristol.

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highly recommended, desires Post in family or School for next term. Small salary. Address—No. 9,237.*

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

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WANTED, a JUNIOR KINDER-

GARTEN MISTRESS (Resident). For particulars, apply the PRINCIPAL, Normal College, Bangor, N.W.

COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the position of ASSISTANT MISTRESS, specially qualified in Mathematics, with either History or Geography as a secondary subject, at the COUNTY SECONDARY SCHOOL, HERMONDSEY.

Salary £120 rising to £220 by yearly increments of £20 in accordance with the scale of salaries for assistant mistresses in the Council's secondary schools. The successful candidate will be required to commence work as soon as possible after the date of appointment.

Applications must be on the official forms to be obtained with particulars of the appointment, by return of a stamped addressed foolscap envelope to the EDUCATION OFFICER, London County Council Education Offices, Victoria Embankment, W.C., to which they must be returned by 11 a.m. on Monday, 19th January, 1912.

Every communication must be marked "H 4," on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.
2nd December, 1911.

COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the position of LADY SUPERINTENDENT of the L.C.C. Trade School for Girls, Queen Square, Bloomsbury, W.C. Salary £200 rising to £300 by yearly increments of £10. Preference will be given to candidates possessing a knowledge of industrial conditions.

Applications must be on the official forms to be obtained with particulars of the appointment, by return of a stamped addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to which they must be returned by 11 a.m. on January 22, 1912. Every communication must be marked T 1 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.
2nd December, 1911.

ACADEMY OF DANCING AND SCHOOL OF PHYSICAL CULTURE, CHELTENHAM—Resident Students received for two years' training.—Principal, Miss WOODWARD, 12 Royal Crescent.

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MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—Miss GLENISTER, 3 Friern Park, North Finchley, N.

BIRKENHEAD EDUCATION COMMITTEE.

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Head Mistress—Miss M. KENNEDY, M.A.

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Canvassing will be considered a disqualification. ROBERT T. JONES, Secretary, Education Department, 10, Hall, Birkenhead, December 1911.

CAPE COLONY.—RONDEBOSCH GIRLS' HIGH SCHOOL.—GENERAL required, April 1912. School under 100 pupils. Also 210 pupils. Dutch not required. Salary £10 resident. Applications, enclosed "Rondebosch," to be sent not later than January 10 to Joint Agency, 74 Gower Street, London.

TO ASSISTANT MISTRESSES.

JANUARY (1912) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

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Assistant Mistress for Secondary School in West of England. Lower form work, Needlework, Games, and, if possible, knowledge of Domestic Science. Salary £90 non-resident to commence.—No. 283.

Mistress for County School with qualifications in Mathematics, Science, and History. Salary about £100 to £110 non-resident.—No. 278.

Graduate for School in the North. A knowledge of Music desired. Fair salary resident.—No. 277.

Assistant Mistress for County School near London. English, Elocution, and Singing. Experience in Secondary Schools desired. Salary £100 to £120 non-resident.—No. 269.

India—Graduate wanted to enter upon duties at important School in first week in May. The work will be to prepare pupils for Decree Examinations. Very healthy climate, beautiful situation. Subjects: Latin, Mathematics, History, English, Logic. Salary £120 resident. Passage paid. Immediate application desired.—No. 181.

Temporary Mistress with good qualifications and able to take English, Scripture, Needlework, and Botany. Experience necessary. £100 to £105 non-resident at rate of.—No. 260.

Assistant Mistress for R.C. School. Advanced Arithmetic, English, Latin, Mathematics, Political Economy. Graduate desired. R.C. necessary. Salary £60 resident.—No. 248.

New Zealand—Graduate (or equivalent) for high-class School in New Zealand. English, History, Literature, Latin, and elementary Mathematics. Member of Church of England essential. Age not over 35. Games desirable. Salary £100 resident. Passage paid. Wanted in February.—No. 236.

Experienced Mistress for first-class School in well known watering place. Good French, Latin, and History. Salary £60 resident.—No. 201.

Graduate for School in North-west of England. Latin and Mathematics for Cambridge Higher Local. Salary £70 resident.—No. 113.

Assistant Mistress for important School, to take mainly Drawing and Painting; also to take Handicrafts. Salary £50 to £60 resident.—No. 141A.

Kindergarten Mistress for high-class School in West of England. Must be fully certificated and able to train students. Salary £50 resident.—No. 279.

English Mistress for first-class School at Eastbourne. Subjects: Geography, History, English Composition, Arithmetic. Age desired, over 26. Salary £50 resident.—No. 274.

Experienced Mistress for School at Seaside. Thorough English chief subject. Fair salary, resident.—No. 275.

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Modern Language Mistress to take French and German up to Degree standard. Salary £50 resident.—No. 267.

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Domestic Science Mistress to take Cookery, Laundry work, Needlework, Hygiene, and Physiology. Salary about £40, or possibly more, resident.—No. 211.

Head English Teacher for first-class School near London. Good Certificates necessary. Geography, Latin, elementary Mathematics. £55 resident.—No. 233. Also for same School

Second Assistant Mistress, good at Games, some Mathematics, English, Geography, and French Conversation. £45 resident.—No. 234.

Experienced and well qualified Mistress for School near London. Science and Geography chief subjects. Fair salary, resident.—No. 231.

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180

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HENRY A. MIERS, Principal.

University of London, South Kensington, S.W.

December 22nd, 1911.

WYCOMBE HIGH SCHOOL.

Wanted in January:—

(1) A MISTRESS to teach Latin (Reform Method) and a subsidiary subject (preferably English). Degree or equivalent and training essential. Initial salary £120, rising, in the first instance, by annual increments of £10, to £140 per annum.

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VACANCY, next Term, in large

Girls' Boarding School for Student wishing to train for Cambridge Teachers' Diploma. Fully qualified Mistress of Method. Moderate fees. Address—No. 9,179.*

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STUDENT-TEACHER wanted in

good School. Can be prepared for Matriculation or Higher Music Examination. Address—No. 9,232.*

A JUNIOR MUSIC TEACHER,

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CHESTER EDUCATION COMMITTEE.

CITY AND COUNTY SCHOOL FOR GIRLS.

ASSISTANT MISTRESS required from January 16, 1912, or as soon as possible afterwards, who shall be qualified to teach Junior Mathematics and Drawing. Salary £100 per annum, rising by £5 to £120 per annum. University degree or its equivalent and Secondary School training desirable. Applications, with not more than three testimonials or references, to be sent to me on or before Saturday, January 13, 1912. No forms of application issued or required. Candidates who receive no communication before Wednesday, January 31, will kindly understand that their application has not been successful.

A. E. LOVELL,

Education Offices, Town Hall, Chester, 23rd December, 1911.

CORNWALL EDUCATION COMMITTEE.

HIGHER EDUCATION.

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Wanted, in January next, an ASSISTANT MISTRESS. Higher Froebel Certificate, good Handwork and good experience essential. Cambridge Higher Local Certificate or equivalent will be a recommendation. Salary £100, rising by annual increments of £5 to £140. Apply, on or before 8th January, 1912, to Miss M. PRATT, 15 Brocco Bank, Sheffield.

21st December, 1911.

CHESHIRE COUNTY COUNCIL.

CHESHIRE COUNTY TRAINING COLLEGE FOR TEACHERS, CREWE.

The Training College Committee invite applications for the post of HOUSE MISTRESS to superintend the catering for and the domestic arrangements of the new Hostel for women students. Applicants should have experience of household management and of sick-nursing, preferably in a large residential establishment. Salary £100 per annum with board and residence.

Letters of application, giving particulars of age, education, and experience, with copies of not less than three testimonials of recent date, and giving the names of other persons, if possible, to whom reference is allowed, should be forwarded to the undersigned not later than Friday, the 19th January, 1912.

H. D. STRUTHERS,

Training College Committee, Secretary, Education Office, Crewe, 27th December, 1911.

ISLE OF ELY EDUCATION COMMITTEE.

MARCH HIGH SCHOOL FOR GIRLS.

HEAD MISTRESS required after Easter for the above School. Candidates must be graduates of some University in the United Kingdom, or possess equivalent qualifications, and must be experienced in the work of a Secondary School. Salary £200 per annum, with capitation of £1 on every pupil after first forty (present number sixty-six). Forms of application and further particulars will be sent on receipt of stamped addressed foolscap envelope. Applications, accompanied by copies of not more than three testimonials, should reach the undersigned not later than 31st January, 1912.

J. H. HAIGH,

County Hall, March, Education Secretary, 28th December, 1911.

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Applications, which must be on forms to be obtained from this Office, on receipt of a stamped addressed envelope, must reach me not later than the first post on Saturday, January 6, 1912.

G. R. H. DANBY, M.A. (Oxon.),

Education Offices, Batley, Director of Education, December 29, 1911.

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English Mistress for first-class Boarding School on South Coast, to teach general English subjects and to begin supervision. Good experience in high-class Boarding School essential. Res. £50.—A 2959.

English Mistress for Girls' Public School in Home Counties, to teach general school subjects. Honours Degree or equivalent and experience essential. Non-res. about £120.—A 28873.

Assistant Mistress for large Public Boarding School in Surrey, to teach Needlework and Botany, with elementary English subjects. Experience and Churchwoman essential. Res. £35 to £40.—A 2975.

Assistant Mistress for mixed Secondary School in Devon. General school subjects with Needlework, Cookery, or other Domestic Science subject or good Swedish Drill a great recommendation. Non-res. £40, increasing.—A 2926.

Assistant Mistress for Church of England Boarding and Day School in Home Counties, to teach Mathematics and English to Matriculation standard. Science a recommendation. Experience and Churchwoman essential. Res. £60 to £70.—A 2887.

Assistant Mistress for Private School in Devon, to teach Mathematics, Geography, and History to Senior Cambridge Local standard. Res. £45.—A 2995.

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Second English Mistress for Boarding School in the East of England, to teach English subjects, Literature, and History, with Nature Study. Degree or equivalent qualifications. Res. £40.—A 2930.

Assistant Mistress for Boys' Preparatory School in the Midlands, to teach English, elementary Latin, and good elementary Mathematics. Experience and Churchwoman essential. Res. £40.—A 2944.

English Mistress for large Private School in the West, to teach Latin and Mathematics to Matriculation and Higher Local standard. Degree or equivalent and experience essential. Res. £60 to £70.—A 2885.

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Senior French Mistress for important High School in Scotland. Honours Degree or very high foreign qualifications, with experience and training, essential. Non-res. £130 to £140.—A 2912.

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Modern Language Mistress for first-class Boarding School on the South Coast, to teach French and German acquired abroad and some Arithmetic. A lady with good qualifications and a Churchwoman essential. Res. £60 to £70 or more.—A 2966.

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Art Mistress for good Private High School in the South-West of England, to teach Drawing on Abbot's lines. Junior Music or Games a recommendation. Abbot's Teacher Artist or equivalent certificate, experience, and Churchwoman essential. Res. £40 to £50.—B 2915.

Art Mistress for Private Boarding and Day School in Oxfordshire, to teach Drawing, Needlework, and junior English. Res. £40 to £45.—B 2991.

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TECHNICAL MISTRESSES.

Technical Mistress for large Public Boarding School near London, to teach Cookery, Needlework, and Housewifery. Experience. Res. £60.—B 2983.

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No. 510.

JANUARY 4, 1912.

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THE HEAD MASTERS' CONFERENCE.

THE thirty-ninth meeting of the Head Masters' Conference was held at Sherborne on December 21 and 22. Some fifty members attended, including the Head Masters of Birmingham, Bradfield, Bedford, Cheltenham, Chigwell, Christ's Hospital, Clifton, Harrow, Leeds, Mill Hill, University College School, Malvern, Marlborough, Radley, Repton, Rugby, Tonbridge, Wellington, Uppingham, and Winchester. There were also present as guests the Hon. W. N. Bruce, Mr. Fletcher, and Mr. Headlam, representing the Board of Education. There was on this occasion no gallery of assistant masters. The grand old abbey and fine quadrangle of school buildings were obscured by mist and rain, but the hall with its portraits and busts of former head masters was worthy of such a meeting, and the rostrum from which debaters were invited to speak was a boon to the reporters. Mr. NOWELL SMITH, who presided, in welcoming his fellow masters and guests to this ancient school, referred to the fact that his predecessor, Mr. Harper, had, with Mr. Thring, been the joint founders of the Conference. He had been unable to house all of them close at hand, but if any had difficulty in finding their lodgings, a body of boy scouts was in attendance.

Bible Teaching in Schools.

The Rev. LIONEL FORD (Harrow) moved the first resolution:

(a) "That the report of the Joint Committee of the Head Masters' Conference and the Preparatory Schools Association on Bible teaching be adopted; (b) that this Conference invites the preparatory schools to give the proposed scheme a trial, and to make a beginning in the summer of 1912; (c) that this Conference recommends that the Scripture paper in the Common Entrance Examination from March 1913 onwards be constructed according to the Joint Committee's report; (d) that this Conference recommends that any suggested modifications and improvements of the scheme be considered at the Conference of 1913."

The Committee appointed by last year's Conference had received valuable assistance from members of the Conference and also from representatives of the preparatory schools. The report was in no way an attempt on the part of public schools to dictate their duty to the preparatory schools. Co-operation, not dictation, had been the aim of the Committee. They had to deal with the teaching of the Bible, a subject of vital importance to the religious education of the rising generation, a subject in which there had hitherto been no sort of co-ordination in the method or even ideals of our various schools, a subject in which the efforts and the enthusiasm of individuals had been seriously hampered by congested time-tables and curricula tending to crowd Scripture out or give it an inferior position, and a subject to which, he feared he must add, the British parent and British homes were lending a constantly decreasing support. As they could not touch the homes except indirectly, they must appeal to the preparatory school masters, laying down broad lines on which these schools might be invited to work, and to go into details only so far as was necessary to indicate the direction which those lines might reasonably take, and to furnish guiding posts to those who might find such guidance acceptable. They hoped that in doing so they had left considerable latitude both for restriction and expansion, but they tried to include the vital things for boys in the preparatory school stage. They fixed on the great stories first as the basis on which more intimate knowledge might be built later—in the Old Testament the principal events and personages, in the New Testament the life and teaching of our Lord and the beginnings of the Church. Much had been left out for which young boys might be thought not ready. The Bible was too big and too difficult a Book for the whole of it to be studied at once. Hence the harder portions, such as the Prophets in the Old Testament and the Epistles in the New, had to wait. As to the other omissions it might be thought desirable to make, the proposed Schools Bible would provide for them. They would be disappointed if it was thought they had left out the vital things or that what they had included would not be sufficient to lay a far firmer foundation of Scripture knowledge than the large majority of the boys coming to our public schools now brought with them. They would be disappointed, too, if the reading aloud of the Bible itself did not teach people to appreciate the beauty and glory of its style, and if the learning of great spiritual passages by heart did not teach unforgettable lessons of still deeper value. Having gone so far in suggestions to the

preparatory schools, the public schools themselves were bound to co-operate in their lowest forms by co-ordinating the Scripture teaching in those forms with the teaching given at the preparatory schools. As to tests of Scripture teaching, they had tried to put them into a secondary place. Bible teaching might easily suffer from what Paley called in his "Evidences" "prejudice before examination," a prejudice from which Paley's own work was not wholly exempt. But, taking the Common Entrance Scripture paper as the only available test at present, they were anxious to conform to the spirit and to the general lines of their recommendation, and therefore it should be in the hands of a Continuation Committee who should be able to report suggestions and modifications.

Mr. C. LOWRY (Tonbridge School) seconded the resolution. The report could not claim to have achieved anything very big, but to have made a sound beginning on which a Continuation Committee could build with necessary modifications.

The Whole Bible.

The Rev. J. R. WYNNE-EDWARDS (Leeds Grammar School) raised objection to a note in the report recommending the adoption of the Schools Bible, to be published shortly by the Clarendon Press. However excellent the motives of the promoters, he believed they would utterly fail in their object and do more harm than good. Let them have selections by all means, but not a bowdlerized Bible. He urged the Conference not to give their imprimatur to a work which was tantamount to a declaration that in their opinion the Bible was not a fit book to put into the hands of the young. He moved as an amendment the adoption of the report with the omission of the note referring to the forthcoming Schools Bible to be published by the Clarendon Press.

Canon SWALLOW (Chigwell) seconded. He said he believed in the Bible, the whole Bible, and nothing but the Bible. He did not think it did a child any harm whatever to realize that there were some parts of the Bible which it was not desirable for him to read. He could not see that a small boy's morality was safeguarded by the substitution of "base born" for "bastard." He was quite sure it would be very unwise of the Conference to adopt the note recommending the edition in question.

Canon WATERFIELD (Cheltenham) did not at all agree with what Mr. Wynne-Edwards and Canon Swallow had said, and after some observations from Dr. UPCOTT (Christ's Hospital) and the Rev. W. TEMPLE (Repton), the amendment was agreed to. The other parts of the resolutions were adopted unanimously, and Dr. DAVID (Rugby) moved, and Dr. UPCOTT seconded, the following resolution:—

"That the Joint Committee be requested to assist in setting the Scripture paper in the Common Entrance Examination and to collect and disseminate lists of suitable books and, generally, to watch the working of the report."

This was agreed to.

Proposed Teachers' Registration Council.

Dr. Gow (Westminster) moved:—

"That this Conference congratulates the Board of Education on its decision to create a Teachers' Registration Council, and hopes that adequate provision will be made for the necessary expenses of the Council."

Reviewing the history of the subject he said that the "representative Council" contemplated in the Act of 1907 was that of the Committee of which he had been chairman. The Board of Education took a different view and insisted that every class of teacher must be included. He had in vain protested that a Council so constituted must entail cross division. The word "congratulates" was introduced in the resolution because it was not clear whether the decision of Mr. Runciman was binding on his successor, and it might be that the decision taken in the White paper of last July was no longer operative. Certainly Mr. Birrell twice promised to return the guineas of the teachers who paid for registration in Column B of the old Register. Mr. McKenna took no notice of the promise, and Mr. Runciman repudiated it. The Board of Education said no council was representative of the teaching profession unless every sort of teacher was represented upon it. The Teachers' Council as constituted in the White paper consisted of forty-four members representing the Universities, secondary schools, elementary schools, and technical teachers. As this was going to be rather a large and heterogeneous kind of council it was agreed that the chairman should be outside the number of forty-four. He was bound to say he did not think it would be a very good council. Some of those upon it were to represent places, some classes, some subjects of instruction. Then the balance of voting seemed to him to be bad. Oxford had one vote, Bristol had one vote, the Head Masters' Conference had one vote, teachers of the deaf and blind had one vote, the Froebel Society had one

vote; the head masters in general, numbering six hundred, representing schools of all sorts of different types, had two votes; the head mistresses, who represented half as many schools, and certainly not half as many types of schools, were to have two votes. The Council would require pecuniary assistance. The amount paid to the old Registration Council was about £14,000, and they spent in five years £10,500. The balance was paid over to the Board of Education. The expenses of the old Council were about £2,500 a year, and the new Council would certainly cost more. The Council was not to make a Register, but to report on what would be a good Registration Council. It would exist for three years for the purpose of appointing its successor. Like the guardian of the Golden Bough, it was "the priest who slew the slayer and shall himself be slain." He would have them ponder a speech of Miss Wallas, Vice-President of the Old Registration Council, reported in the December number of *The Journal of Education*. The object of his resolution was that the Council should start with the goodwill of the Head Masters' Conference. At any rate it was a council of teachers, and that Conference would not withhold its sympathy from any council, and it wished that it might work well in the service of the public.

Mr. R. C. GILSON (Birmingham) congratulated the Board of Education on their somewhat late repentance, and hoped it would never be necessary to condole with them on changing their mind again.

The resolution was carried unanimously.

Canon SWALLOW (Chigwell) moved:—

"That this Conference recognizes with great satisfaction the sympathetic attitude of the President of the Board of Education towards the deputation which waited upon him on Tuesday, November 14, and desires to record its belief that an adequate system of pensions and superannuation allowance for secondary teachers is of great national importance, and that such a system should be established without delay."

He felt very little doubt that they would carry the resolution unanimously, because every one liked to look forward to a pension, and those of them who were coming to the end of their careers would like to realize that their successors were better off than they had been themselves. There were a great many reasons why this matter was now looming so large. For a long time a considerable number of head masters and some assistant masters were maintained by the successful hostels which they kept. Then there were also in former days a very large number of head masters and assistant masters, men in Holy Orders, who passed away from the teaching profession to fulfil, with more or less distinction, preferment in another branch of pastoral work. Those times had passed, or were passing away. His experience of the work which Local Authorities were doing to improve the old endowed schools which came within their purview led him to the conviction that they were setting their faces against the payment of anything but a fixed income to their head masters as well as their assistant masters. If the ranks of the profession were to be kept full of the best men they must give the schoolmasters some hope of a competence by the time they reached the age of sixty or sixty-five, so that they might retire from their work, as men in other public services did, without having to go a-begging for an old-age pension or anything of the sort. The proposal had been made that they might make arrangements with insurance offices. That had been tried twenty years ago and failed, and he did not know that any one would go so far as to say that they would like another Insurance Bill at the present time. It had also been suggested that the county council would be the body to which they might at once go for pensions. He did not think that any one would now argue that any superannuation or pension scheme should be dependent on the rate-payer. They might reasonably press for more money out of the rate-payer for the payment of better salaries, but they could not ask him to do anything in the way of pensions. They must go to the Imperial Exchequer for assistance. The demand for a national scheme of teachers' pensions managed at the cost of the State had been formulated at the Conference of Secondary Teachers summoned by the Federal Council and presided over by Mr. Acland. Mr. Pease had been kind enough to receive a deputation on the subject, and he had replied to it that, if they produced a detailed and workable scheme which could be regarded as representing the considered views of secondary and technical teachers, and dealt fairly and satisfactorily with the numerous questions which must necessarily be incidental to any such scheme, he would consider it with a view to approaching the Treasury. He understood he had since approved of a letter which had been drafted by an official of the Board setting forth what these points were. He felt there was sympathy with the profession at the Treasury as well as at the Board of Education.

Mr. W. W. VAUGHAN (Wellington) seconded the resolution. It was ideally drafted, vague, amiable, and committing them to nothing.

Dr. McCURE (Mill Hill) said that in regard to the whole question of pensions they were in a difficult position, because there was no money to fall back upon. In the Scottish scheme there was a fund. As far as secondary teachers in England were concerned, they must be entirely at the mercy of the Treasury. Mr. Pease had put forward a number of exceedingly important and difficult points. He suggested that there should be a committee appointed to consider them and frame answers to some of the difficulties. He was afraid that they would have to make a great deal of very critical inquiry before they were in a position to put answers to some of the questions before the President. Even for a pension of £50 a year a sum of something like £650 would be required. It would be comparatively simple for the State to make arrangements for pensions for masters in State-aided secondary schools, but at that juncture the line of cleavage began to show itself. He feared that head masters would say that they had been brought in under false pretences. Others might profit, but they, or most of them, would go down to the vile dust from which they sprang, unwept, unhonoured, and unpensioned.

Mr. R. C. GILSON (Birmingham) said he did not think it worth while to move an amendment, but he disagreed *in toto* with the motion and with the whole idea of trying to get pensions from the State. Was it seriously supposed that the State was going to provide out of public funds pensions to masters and claim *no quid pro quo*? What the resolution really meant was that secondary teachers, head masters, and assistant masters in English public schools were to be converted into Civil Servants of the same description and type as the Postmaster's people in the Post Offices. He objected to that altogether—to falling from the rank of a professional man into the rank of a telegraph boy. He could see one advantage only in the proposal that pensions should be provided by the State, and that was that it would render easy the transference of teachers from one school to another without an undue sacrifice of seniority and advantages gained in the institutions in which they had served. He did not think it passed the ingenuity of man to provide for that finality of transference without having recourse to the State to pension them. They should be paid enough to enable them to pension themselves; and he could not help thinking that one effect of a Government scheme for pensioning secondary teachers would be to keep down salaries and to provide very inadequate pensions at the end. The whole policy implied was very much like the principle of the penny-in-the-slot gas meter—it enabled you to shirk the duty of saving your pence to pay the gas bill, but the consequence was that in the end you got dearer gas.

Canon JAMES (Malvern) inquired whether by the resolution they were committing themselves to compulsory pensions.

Dr. UPCOTT (Christ's Hospital) moved the previous question. The resolution as it stood was perfectly colourless and valueless, but it suggested what he strongly deprecated, State control. They were not in a prepared state to pass any definite resolution.

Mr. GILSON seconded.

Canon SWALLOW opposed. The Conference had a bad reputation for shelving difficulties by passing the previous question. The matter was urgent, not for rich foundations that did not need pensions and on whom there would be no compulsion, but for the new county council schools and poor grammar schools which were bolstered up by the Local Authority. In these schools a head master was compelled to keep on masters long past their work to prevent their starving.

The amendment was rejected by a large majority.

The Rev. H. COSTLEY WHITE (Bradfield) moved a second amendment, adding after "superannuation allowance" the words "for teachers in State-aided secondary schools."

The Rev. LIONEL FORD seconded. The voting being equal (15 to 15), the chairman declared the amendment lost.

A third amendment inserting the words "provided it be not compulsory," was moved by Mr. YOUNG (Bishop's Stortford) and seconded by Mr. RENDALL (Charterhouse) and defeated by 15 votes to 7. The motion was then put and carried by 20 votes to 6.

The Conference then adjourned for private business.

SECOND DAY.

The Conference reassembled at 10 a.m. on Friday.

The CHAIRMAN read a letter from the War Office expressing the wish for closer co-operation between the Army Council and the masters of schools which are the principal source of the supply of officers. With this object members of the Head Masters' Conference accompanied by the heads of Army classes were invited to visit the Royal Military College, and from September 10 to 24 was regarded as the most convenient date. The invitation was gratefully accepted.

Certificate A.

Canon JAMES then moved a resolution held over from the previous day:—

"That this Conference recommends to the notice of the Universities the War Office Examination for Certificate A, and asks that this Certificate be recognized *quantum valcat* in their Entrance Examinations."

He had sent round a circular letter asking for opinions as to this examination, and the replies received went to show that head masters and officers commanding contingents were well satisfied with the character of the examination as at present conducted. No desire was expressed either to see the examination stiffened or for the standard to be lowered. The only complaint was as to the difficulty of finding time for adequate theoretical training. From the report of the Public Examinations Sub-Committee they would see that a proposal for recognizing Certificate A in the Joint Board Certificate Examinations had been discussed with representatives of the Universities, and that the objection had been raised that the Board had no control over the Army examinations and could not be sure of the standard. He had received a letter from the Director of Military Education approving the resolution standing in his name and pointing out that the Universities could not logically refuse recognition of the A certificate, seeing that they had recently sent a petition to the Prime Minister praying that the O.T.C. certificates gained in the Universities might be recognized in examinations for the Civil Service. The Officers' Training Corps had become a serious factor in their school life. Since the school corps ceased to be "each on its own" and became an integral part of national defence the improvement in them had been no less than marvellous. There was no doubt that the gaining of Certificate A entailed real hard work, not only on the boys, but on the masters charged with their training. Recognition by the Universities of examinations not conducted by themselves already existed. He hoped that the motion would be carried unanimously.

The Rev. H. A. P. SAWYER (St. Bees School) seconded.

Dr. SPENSER (University College School) cordially agreed with Canon James's commendation of organized Cadet Corps, but he pointed out that the motive committed head masters to making important changes in their curriculum. If, as was desired, the Universities accepted Certificate A as a part of their entrance examination it meant that head masters must provide in their curriculum an alternative for boys offering this in lieu of some existing subject. To provide for six or eight extra lessons a week for 220 cadets was a serious matter. He complained that the War Office in their practical examinations did not consult the wishes of head masters and interfered with the work of the school. They had kept eighty of his boys in uniform for two days in order to provide for the examination of fifteen cadets. On the second day they were kept from 10 a.m. to 4 p.m. and returned drenched to the skin. The motto of his Corps was *Cum Marte Minerva*, which he would freely render: There was room for a little common sense at the War Office.

Mr. GILSON (Birmingham) endorsed almost everything Dr. Spenser had said. He had encountered the same difficulties in dealing with the War Office.

Mr. VAUGHAN (Wellington) desired an interpretation of *quantum valcat*. Was it intended that Certificate A should be a substitute for, say, arithmetic, or that it should compensate for general weakness? One merit of the Officers' Training Corps was that the work was all out of school hours. Let them not try to do it in an already overcrowded curriculum.

The Rev. J. R. WYNNE-EDWARDS (Leeds) also deprecated the certificate being made a soft option for the Universities.

The Rev. LIONEL FORD said that opponents of the motion seemed to ignore the fact that the certificate already counted in examinations; two hundred marks were allowed for it in the Woolwich and Sandhurst examinations.

Mr. LOWRY said that many masters looked askance at this allowance, and questioned its relevance to the motion.

Dr. UPCOTT questioned the advisability of encouraging boys to get the certificate at school. A better policy would be to divide the certificate into two parts and take the practical part at school.

Canon JAMES briefly replied, and the motion was carried by 20 votes to 11.

Dr. SPENSER then moved as a rider: "That the Committee be instructed to draw the attention of the War Office to the desirability of consulting the convenience of schools before issuing regulations and making arrangements for the junior branch of the Officers' Training Corps." This was seconded by Mr. GILSON and carried.

A further rider urging the desirability of giving head masters representation on the Education Committee of the War Office in order that the objects in view may be effectually carried out was lost by a large majority.

The Training of Teachers.

Dr. DAVID (Rugby) moved:

"That this Conference welcomes the revival of the Committee on the Training of Teachers; and trusts that its deliberations may tend to encourage and enable all candidates for masterships in secondary schools to take a course of training."

This Committee, of which he had the honour to be Chairman, was the second of its kind. The first had adjourned *sine die* in 1902, when the Registration Council was constituted. At the beginning of the year it had been resuscitated on broader lines. The objects of the Committee were first to ascertain what was going on in the various places where training is now being offered; secondly, what was the view of head masters and head mistresses as to the value of that training, judging from its products; and thirdly, on the basis of those inquiries to suggest a reasonable course for those who desired to take it, particularly in view of what might be suggested to them as regarded time and expense. The Committee had issued a *questionnaire* and tabulated the numerous answers received. The teaching profession did not offer sufficient worldly reward to justify any considerable extension either of time or expense on the part of those who were to prepare themselves for it; but they were anxious to recommend a minimum of training for those who desired to fit themselves for the work of their life before they embarked upon it. They wanted to suggest a chance and to encourage them to take it, not only to enable them to acquire an equipment for their work but to submit themselves to a breath of inspiration. Such training would sift out the unfit and create an abiding interest in teaching as a fine art in the survivors. The probationary year should be a continuation of the work of the training college. No one could tell what line the new Registration Council would take, but if it decided to pursue the work of investigation the Committee would gladly retire in its favour.

Mr. HENDY (Bromsgrove) seconded the resolution. He thought that that question of training, in the larger and wider sense of the word, was really the key to all the work of their profession. Training meant something more than probation. It must include theory—for Englishmen the most important side—philosophy, psychology, and method. The theory was fairly provided for at the Universities, but the difficulty was to get schools of the right type. Practical training should take place in specially selected schools and be conducted by the best experts.

The Rev. W. H. FLECKER (Cheltenham, Dean Close School) asked whether the training was to be taken as a post-graduate course, or by men at the Universities at the time they were preparing for their trips. Honourmen would be fully occupied at the Universities, and could not afford time for such training. But there were others who could do so, and he thought that in cum-graduate training was perhaps the secret of the future of that question.

Mr. GILSON moved as an amendment the deletion of the word "all" from the motion. He did not question the value of such a course as that suggested, but thought they ought to leave a loophole for a master to enter their profession even though it might not have occurred to him as desirable to go through a course of training. In his experience (it may have been unfortunate) the performance of masters as teachers had been in inverse ratio to their proficiency in training. After all, a master sank or swam as a probationer, and some of the high lights in the profession had never submitted themselves to training.

Dr. SPENSER seconded the amendment, which was carried by 13 votes to 11. The motion was then put with the omission of the word "all" and carried unanimously.

The Report of the Curriculum Committee.

Mr. FLETCHER (Marlborough) moved:—

"That this Conference affirms its approval of the report of the Curriculum Committee, as published in the report for 1910, and desires the secretary to forward copies of it to all head masters of preparatory schools, together with a list of those members of the Conference who undertake to carry out its principles in their entrance and scholarship examinations."

He said they wanted to make it clear to the preparatory schools that they meant business. The main reform they had sought to effect was that Greek was not to be begun till a boy had reached a certain standard in English, French, and Latin. The preparatory master was not to be forced or encouraged to turn a boy on to Greek prematurely. No one could fix a definite age at which a boy should begin such and such a subject. What they had to do was to ask themselves what course of education they desired for a boy supposing they had him, as the big day schools often had him, continuously in their care from nine to eighteen, and they had to try by such control as they had over the preparatory schools

period to enforce such a course of education. "No Greek shall be taught before a boy enters a public school" had been recommended to them as a counsel of perfection, but he called it a counsel of weakness. They had gone as far as they could in a transitional stage and agreed to accept a boy who knew no Greek if he was properly educated in other subjects.

Mr. RENDALL (Winchester) seconded the resolution most gladly. One of his chief reasons for doing so was that it was to a large extent owing to the wisdom of his distinguished predecessor that the report was ever issued, and he was very anxious to carry on his wise policy. He hoped they would pass the resolution and make it effective by sending a list of head masters who were prepared to work on its principles to the preparatory schools.

The motion was carried by acclamation.

Civil Service Examinations.

Mr. LOWRY (Tonbridge) moved:—

"That this Conference is not satisfied with the examination for junior appointments in the Civil Service and with the prospects of successful candidates."

It seemed to him that there was great danger at this moment of this half-century being known as the half-century of ignoble ambitions. There was an increasing number of parents of boys whose ambition was that they and their sons should become pensioners at a tolerably early age. His quarrel with this examination was that it was too good an examination. It was extremely well drawn up originally and it was still being improved and improved. The practical question was: Are we justified in encouraging the ordinary boy to go in? The proportion of successful candidates had decreased from one in six to one in eleven, the prospects of promotion were exceedingly small, and, moreover, the salary prospects were going to be very meagre in most of the offices, and the increase in the number of officials might also tend to increased economy. He had come across boys who secured appointments, and were well placed for the first two or three years. They found that the prospects were rather gloomy and tried to get away from the office, or to add to their emoluments by insurance agencies and so on. He thought that was very undesirable for boys who had been rather too well educated for the task which they had to perform and who had had an ambition which was rather too mean.

Dr. UPcott seconded the resolution.

Dr. GOW said that since the last Committee they had received a letter from the Civil Service Commissioners asking them to appoint representatives to sit with the Commissioners in considering those very examinations, and the Committee had appointed Mr. Lowry and himself to do this work.

The resolution was carried unanimously.

The next meeting of the Head Masters' Conference will be held in London on Friday and Saturday, December 20 and 21, 1912. At present it is not contemplated to hold it at a public school. The following have been elected to the Committee for 1912:—Dr. David (Rugby), Mr. Gilson (Birmingham), and the Rev. W. Temple (Repton).

A NOBLE FOE.

Wednesday being all Saints' Day, Emir Arslan, an Arab Deputy in the Turkish Parliament, laid a magnificent wreath on the tomb of the Italian soldiers who were killed in the Crimean War. The tomb, which is every year covered with flowers by the officers of the Italian *stationnaire*, had remained this year without flowers.—*Times*, Nov. 3, 1911.

WAR comes with diverse gifts in either hand—

The gifts of life and death, of heaven and hell—

Those heavenly gifts that none may buy or sell,

Those hellish gifts for ever contraband,

Those powers that all the hosts of God withstand—

While, wafted over fields of asphodel,

Come deathless whispers of a fight won well

By thoughts that leave their footsteps, not in sand,

But graven in deeds—pure thoughts that vanquish Hate!

Thoughts, that upon a hostile tomb could spend

Earth's rarest flowers, 'mid news that would drag down

Low souls to vengeance, now will consecrate

Fresh hope of that far goal when wars will end:

Love wreathes the gift in His immortal crown.

—ANNIE MATHESON.

CORRESPONDENCE.

HOUSECRAFT AND SCIENCE TEACHING.

To the Editor of The Journal of Education.

DEAR SIR,—We thank Miss Hartle for her interesting letter, and may we also say how gladly we welcome any discussion on that very vital point—the method of teaching science?

Happily nowadays the value of physical science as a means of training is fully recognized by all educationists, and in the curricula of most primary and secondary schools and training colleges elementary science is rightly given a place. The aim of all science teaching is to train the mind in habits of observation and of clear reasoning, and we teachers have this object in view in making our schemes of work and in giving our lessons. The question raised by Miss Hartle seems to be: Can the science of housework be so taught that it attains this end, or can it not? We think that it can.

In a short letter such as this it is quite impossible to give a detailed scheme of work and to show how we would develop it, but perhaps we may take an illustration. Almost every elementary chemistry course includes at an early stage the study of chalk and of washing soda. The action of heat, water, and dilute acids on chalk is observed; the gas formed by the action of dilute hydrochloric acid on chalk is collected and examined, and it is found to extinguish a lighted match, to be slightly acid to litmus, and to be heavier than air. Later on it is found that on passing the "chalk gas" into lime water, chalk is formed. When the effects of dilute acids on washing soda are studied again, effervescence is observed. The gas is found to extinguish a lighted taper, to be slightly acid to litmus, and heavier than air. The similarity to "chalk gas" is at once noticed, the lime-water test is applied, and the class deduces quite rightly that soda and dilute acids make "chalk gas." The first lesson on the proteids is generally the study of white of egg. The class sees that the first effect of heat is coagulation; then remarkable changes take place, and alkaline gas is given off. The white also coagulates when heated with water, and it is quite apparent that the change takes place at a definite temperature. When this temperature is determined our classes generally have answers varying from 64–70° C. Dilute acids and some salt solutions (noticeably copper sulphate) also cause coagulation.

In a later lesson on the proteids lean meat is studied. On heating alkaline, gas is given off. When put into cold water it is quite evident that something is dissolving from the meat. It is evident also that this solution, whatever it may be, does not take place when raw meat is put into boiling water and the water kept boiling. The possibility of proteid being present is at once seen, and the quickest way of obtaining a solution—by warming in water below 60° C.—suggested. When the meat has been so treated for about two hours, a clear brown liquid can be filtered off. This liquid coagulates on heating. Dilute acids and copper sulphate solution also cause coagulation. The temperature is again found to be between 64–70° C. The fact that lean meat contains proteid seems to us to be deduced by a process of reasoning exactly similar to that which led to the identification of "chalk" gas from washing soda.

The fact that the science of cookery is still in its infancy, and there is no literature on the subject, seems to us to be no reason why students should not be taught the scientific explanations of the methods of housework so far as they can discover them. They will never learn any proteid formula, but our students are, for the most part, equally incapable of understanding why the formula for carbon dioxide is CO_2 .

Concerning the teaching of organic chemistry in elementary schools, we see no reason why lessons on the fats and soaps should not be given, provided that the school has a science room, and that the science can be begun when the children are five or ten years old. A few weeks ago we had the pleasure of visiting a good L.C.C. school and of hearing a lesson on fats and soaps. The obvious properties of the fats were studied

by girls of thirteen or fourteen. When the effect of water had been tried, every child in the class knew that the test-tubes were to be cleaned with washing soda and hot water, and no one failed to see the soap lather formed. No child had the slightest idea that soap was a sodium salt, and it seemed to us quite unnecessary to give that piece of information, though the teacher was perfectly aware of the fact.

The last point raised by Miss Hartle involves a discussion on the question of specialization, which does not come within the limits of this paper. But, perhaps, we may say that there seems no reason why the teacher who has taken an optional course in housecraft at a training college should not be as competent to teach her subject in an elementary school as the history or English teacher who has a similar qualification.—We are, dear Sir, yours faithfully,

LUCY HALL,
IDA GRÜNBAUM

(Science Lecturers, Avery Hill Training College).

HISTORY IN OXFORD LOCALS.

To the Editor of The Journal of Education.

DEAR SIR,—Will you allow me space to consider briefly Mr. Hawtrey's reply to my letter on the above subject? Of course, there is right on both sides of every question (though I would not go so far as to say that "both sides are right"!), and Mr. Hawtrey's points in defence of the Oxford Local syllabus are quite reasonable—that one must look forward to the Higher Locals and possibly to the Historical Tripos; that in handling a short period there is danger of getting it out of perspective among others of equal importance; that young pupils cannot grasp principles, and should therefore be equipped with facts; that life itself is not long enough to complete one's education in (though I hardly see what bearing this has upon the question in hand).

But all these points appear to me to ignore the main issue, which is that a great educational principle is being violated owing to the demand of the syllabus. No excuse for that violation is of any real value—either make the tree good and its fruit good or the tree corrupt and its fruit corrupt. The tripos, the other periods, principles, life itself will be safe and good if from the beginning the teacher will study and abide by the laws of growth and development; and I do not gather that Mr. Hawtrey has taken much account of these in his criticism of my letter.

The law to which I particularly refer in this instance is that growth proceeds always from the particular to the general, from the percept to the concept. That process is at work from the very beginning. The child is acquiring the material of thought, and thinking thereupon; he is mentally constructing his world as he assimilates the elements of which it is composed, and it is a teacher's duty, as it is a gardener's, very serviceably to promote the operation of this law. It is not that at an early period the pupil acquires and at a later digests; the child is all along building up his mental as he is his physical substance, and the digested material of one day becomes the raw material along with new matter of the next. All I, as a teacher, have to do—all I can do effectively (a very important consideration) is to study and promote this process and leave the perfect man to take care of himself. The tripos will be safe, but, what is more, the *citizen* is safe. I provide for the continuance of growth—that is, of education—to the end of life.

Now these long, complicated periods proposed for children of from fourteen to sixteen years of age render the application of this law impossible. The really important events are far too numerous to allow the pupil to bite up and digest any one of them; they can be lodged in the memory, like grass in the ruminant's paunch, but they cannot be chewed; that is, so far as the child's mind is concerned, they remain isolated, undigested, although a professorial instructor (*not* a teacher) may supply ready-made indications of their coherence; they remain facts (though I hardly like to dignify them even with that name) and do not become part of the substance of the child; they are valueless for the building up of either a citizen

or a man; and the lack of really intelligent permanent interest (not of mental excitement, which is evanescent) on the part of many pupils, wrongly put down as "dull at this subject," is proof that growth is not going on and that the teacher is failing in his work.

Now the former shorter periods, including special study of a definite group of events, did admit of the kind of teaching I have indicated. I envy Mr. Hawtrey his retention of his pupils till the age of eighteen. We live in different worlds, and I am afraid mine is a larger one than his; but the age of leaving does not make the smallest difference to the principle of growth. A well educated child's power of "integration" in every case begins to become strong at about thirteen years of age, and one can only say that the longer one can keep him the larger may become the periodic scope. The shorter periods for the younger pupils that they may gain the power to apprehend the longer, but the ready-made "review" to show "how it goes" (when the detail has to be supplied along with the review), is a topsy-turvydom of mental culture which altogether neutralizes the power to grasp principles.

Finally, let me insist that our purpose in teaching history is not a tripos nor even a knowledge of historical data and sequences as such; it is practical morality and citizenship. Several of our greatest historians have been our very finest citizens, and any course or method of teaching that does not tend to develop the power of a man to act and judge on principle "in the middle of things" is out of touch with life and educationally unproductive. Political and social principles can only be grasped by living for the time being in the middle of past ideas and events, realizing their mutual relationships and understanding—feeling—in what consequences good and evil they issued. Such study must be done by way of detail and reflection, not of extensive ready-made reviews, and it demands time and labour and constant reference to practical life. But it is the kind of treatment that engages the permanent interest, not of one or two, but of every member of a class, simply because every boy and girl is a potential man and woman.—Thanking Mr. Hawtrey for his interesting letter, I remain, dear Sir, yours truly,

W. STANLEY ANDERTON.

Upholland Grammar School, near Wigan.

"HIGH SCHOOLS FOR GIRLS: GERMAN v. ENGLISH."

To the Editor of The Journal of Education.

SIR,—I was much interested in the article published under this heading in *The Journal of Education* for December. In it a German school is described with unfavourable comments. The daily time-table, the sleeping arrangements, the supervision by mistresses in free time, all correspond so exactly with the customs of the school where I spent two happy years that I am sure Miss Ried and I have been viewing the same object from different points of view. May I try to show the other side?

Perhaps on ordinary working days a little more exercise might have done us good; but on Sundays we were out more, and during the summer we had four times a week half an hour's bathing in an excellent swimming bath. This half hour was taken from preparation time. Moreover, during the summer few weeks passed in which we did not go for a delightful *Kaffeespaziergang*, which often lasted from one to half-past six or seven. Good walkers had abundant opportunity of showing their powers, yet every care was taken that no girl need overtire herself. From these excursions more than one girl dates her delight in long walks, and during them we were taught—indirectly, perhaps, and more by example than precept—to keep our eyes open and enjoy the beauty around us.

The hours during which we worked, or were supposed to work, were undeniably long; Miss Ried has, I believe, stated them correctly. But the pace was easy, and I do not think we were overworked. Almost all of us had a time-table specially modified to our individual needs; very few of us took

every lesson, and the time we saved we could devote either to extra practice or to reading story-books. Of course English reading was forbidden, and we considered ourselves "on our honour" to keep this rule; but after a very few months to read a German book from the school library was a recreation and not a task. Younger girls would be more likely to take the whole curriculum, and would, moreover, feel in a greater degree the strain inevitably caused by learning all lessons in a foreign language, and for this reason I agree with Miss Ried that girls under sixteen are better in an English school.

The school hours, of course, included all work—music, painting, drawing, sewing, fancy work; and at some of these lessons we were allowed to talk to each other, so that any strain of brain work was relaxed. No book work was exacted from us in the afternoons. Holidays were frequent, and *Geburtstagsfeier* and other little treats often relieved the monotony of school life. Personally, on the few occasions on which I was behindhand with my schoolwork, I found nothing but kindness and consideration from any mistress.

This brings me to the point on which I most strongly differ from Miss Ried—our relations with the mistresses. No mistress with whom I ever came in contact ignored the difference in our characters or attempted to knead us all into the same shape. I never found my word doubted, nor that of any girl who had not shown herself untrustworthy. If there was any cheating at lessons, I knew as little of it as the mistress; I can remember no instance of it, but I had little experience of the lower school, and there the standard of honour may have been less satisfactory. We were not often alone, and I consider that the supervision was excessive; but I do not think most of us felt it as a great hardship, and in the upper school it was to some extent relaxed. On the whole, we were certainly fond of the "gorgons" who "spied on us at every turn"; after an absence of twelve years I still correspond with two; there is not one whom I should not meet with pleasure; and the best friend I have was a mistress there. I am sure that my experience is not exceptional. I do not pretend that my dear old school was perfect, but many English girls were happy there, left sorrowfully, and remember it with affection.—Yours faithfully,
MABEL M. SPEAR.
Springfield, Entry Hill, Bath.

WOMEN STUDENTS IN UNIVERSITY OF DURHAM.

To the Editor of The Journal of Education.

SIR,—My attention has been called to an article by Mr. Sydney Walton in the December number of *The Journal of Education* which bears on the position of women students in the Durham Branch of the University of Durham. Its effect is to imply that home students, who now form the majority of Durham women students, live in lodgings in the city. This suggestion is likely to do harm, implying as it does that women students at Durham may live in lodgings. This is not the case. According to the regulations of the Durham Colleges, all women students under their jurisdiction must live either (1) in the Hostel or (2) at St. Hild's or (3) at home, which term includes such friends' houses as the Council of the Durham Colleges may in any particular case decide to approve.

As a matter of fact, most of these home students are members of St. Hild's Training College, where, under the able management of its Principal, Miss Christopher, they have certain advantages attaching to a training college, but not obtainable at the Hostel, which is only a place of residence. Next term all the women students at Durham will be either members of St. Hild's Training College or of the Hostel, save five or six who reside with their parents.

I should be obliged by your inserting this letter in your January number to correct the mistaken impression about women students in Durham which might otherwise be produced by Mr. Walton's article.—Yours very truly,

JOHN S. G. PEMBERTON,
President of the Durham Colleges in the
University of Durham.

December 15, 1911.

(Continued on page 78.)

HORACE MARSHALL AND SON

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To the Editor of The Journal of Education.

DEAR SIR,—I thank you for calling my attention to a letter signed by a number of women students of Durham University and protesting against the tenor of the article which appeared in your December issue. I need hardly say that I wrote without any personal grievance, but with a strong feeling that worthier provision ought to be made for women students in the University. The feeling is by no means recent—it dates from student days in University College. Each year has strengthened this conviction, and I have in possession a bundle of documentary evidence such as might startle the signatories of the manifesto; but for the present I refrain from publication, inasmuch as a Committee is now sitting on the question of the Hostel. I have offered to attend. It would be easy, I think, to gather as many names in support of the article.

—Yours faithfully,
SYDNEY WALTON.

"BLUNDERERS."

To the Editor of The Journal of Education.

DEAR SIR,—In your report of the Association of University Women Teachers' meeting at London University, Mr. Storr begins with the statement that he spoke "as one of Miss Hodgson's 'blunderers,' having stood for six years on the treadmill by Miss Wallas's side." In your report of my speech there is no reference to the matter. What I said was perfectly harmless, and I carefully avoided allotting blame to any one. I thought at the time that my remark was twisted unfairly. Now that in print you make it appear that I blamed persons definitely, I ask your courtesy to let me recall the facts. I quoted an observation made by my cousin, Father George Tyrrell, in "Hard Sayings," to the effect that "it is the nature of man to learn through blundering," and I added that, if it seemed a melancholy view of human progress, it offered much hope for the Register, since there had been enough blundering over that to justify us in hoping that we now know quite nicely how to proceed. Anything more inoffensive in the way of a jest could hardly be framed. It is not an important matter in itself, but it is important to me that I should not be made to seem discourteous to any one whom I have known for so many years and for whom I have so much respect as Miss Wallas.—I am, faithfully yours,

GERALDINE E. HODGSON.

University of Bristol, December 2, 1911.

[The context clearly shows that the term "blunderers" was meant as a compliment, and that it was so understood our "Occasional Note" on Miss Wallas's speech proves.—ED.]

WOMEN AND EXAMINATIONS.

To the Editor of The Journal of Education.

SIR,—As one who has had nearly twenty years' experience in teaching girls, and who has had opportunity both in England and in the United States of seeing the practical results of more than one examination system, will you allow me to comment on a statement made by your special reporter in his account of Principal Hadow's speech at the Leeds Meeting of Secondary Teachers? After an epitome of Dr. Hadow's defence of examinations the report continues: "All which may be quite true about boys and youths and quite untrue about girls." If it is "quite untrue about girls" the fault lies not with the examination system as such, but with the teachers. Of course, it is possible to carry the cult of examinations to absurd lengths—I have no desire to see English as well as American "graduates" of the kindergarten—but if they are taken, as they should be, merely as a useful part of the ordinary routine of education, they provide a valuable stimulus without necessarily proving an excessive strain. If parents insist on judging a school purely and simply by its examination results, the head mistress is naturally tempted to exaggerate their importance, consciously or unconsciously to make candidates feel that the honour of their school is at stake, and so to produce an unnatural and unwholesome excitement, but I believe that this tendency—which undoubtedly did exist—is rapidly decreasing. There was a time when the girl or woman who entered for an examination was a marked person, when failure meant a sneer at the intellectual capabilities of woman with a capital W; but this has long ceased to be the case. The familiar story of the porter who stepped up to an invigilator when the first woman admitted to the London B.A. was taking her examination, and remarked in an audible and awe-

struck whisper, "There's a female in the next room, sir, if anything should occur," is ancient history. There is no reason why "anything should occur," and my own experience of University examinations for women goes to prove that while an honours examination must entail some strain upon men and women alike, the women show a growing tendency to take their "schools" quietly, and the value of having a definite goal towards which to work is incalculable.

GRACE E. HADOW.

Foss Lodge, Cirencester.

DOMESTIC SUBJECTS AND SCIENCE.

To the Editor of The Journal of Education.

SIR,—The letter of H. J. Hartle, of the Homerton Training College, Cambridge, in your issue of December last, is typical of the attitude adopted towards domestic subjects by what may perhaps be called the Cambridge school. Admittedly, the difficulties presented by the science of cookery and laundry work are very great, if one expects to see the ultimate goal before making a start! But, because a mariner bound for the North encounters storms, must he perforce absolutely give up the attempt or steer West? Until a spirit of compromise prevails, progress in domestic science will be but slow. Personally, I see no reason why an excellent course of domestic science cannot be worked through by sixth and seventh standard girls in elementary schools, the higher forms of girls' secondary schools, and all students in training schools, without even a previous elementary science knowledge, desirable though this latter may be. Pure and applied science may be so deftly interwoven that interest is maintained throughout, and the ground covered in both is considerable, and strictly educational.

Believing that this combination is desirable and achievable, I have attempted to indicate such a course in a little book written for Mr. Heinemann, which will probably be on the market by the time this letter is perused by your readers.

R. HENRY JONES.

Head of the Chemical Department, Harris Institute, Preston, and Lecturer in Science, Training School of Domestic Science, Preston.

TEACHERS' GUILD INSURANCE SCHEME.

To the Editor of the Journal of Education.

SIR,—The Teachers' Guild of Great Britain and Ireland is establishing for teachers of all grades, men and women, a Friendly Society for Insurance against accident and illness, as the outcome of the passing of the National Insurance Act. It will be possible to obtain benefits in accordance with the Act or greater benefits at the desire of the person insuring. Additional privileges will be granted to those who are members of the Teachers' Guild. The Scheme will be registered very shortly for approval by the Insurance Commissioners. Any persons interested in this scheme should communicate with the General Secretary, Teachers' Guild, 74 Gower Street, W.C.—I am, Sir, yours faithfully,

F. FAIRMAN, General Secretary.

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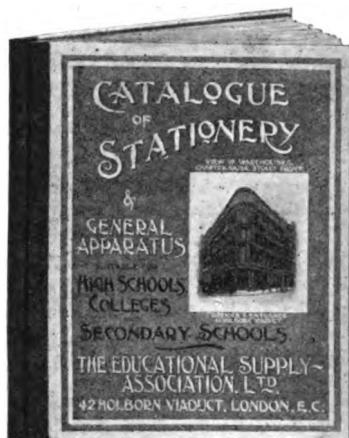
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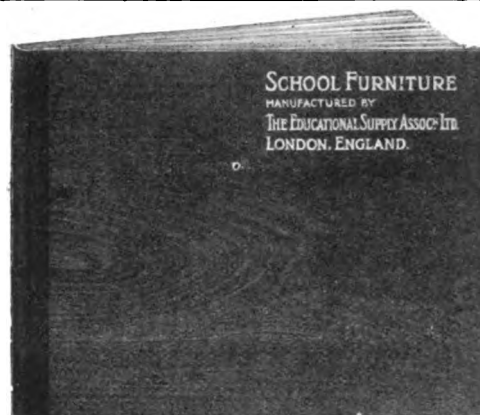
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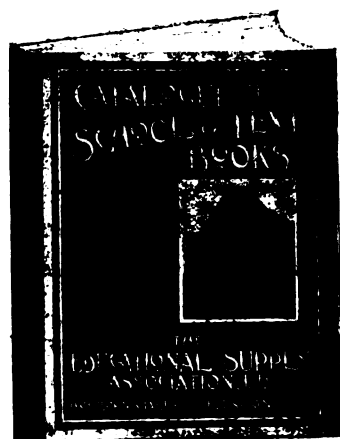
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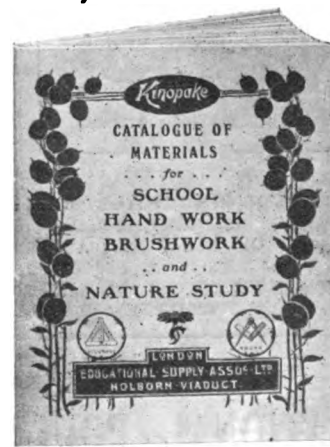
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1912.
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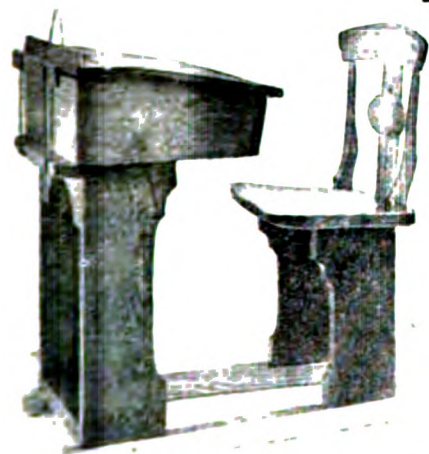
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OCCASIONAL NOTES.

THE Treasury have agreed to the proposals for the formation of a Teachers' Registration Council as put forward in Sir Robert Morant's White Paper, and have undertaken the financial responsibility. The Council is to consist of forty-five members. Eleven members will represent the Universities, eleven will be chosen by different bodies of secondary school teachers, and eleven from the elementary section. Miscellaneous associations of specialist and technological teachers will have eleven representatives; and there will be a chairman. There can hardly be any difference of opinion about the most suitable man to be elected to the office of presiding over the Council. The Right Hon. A. H. Dyke Acland is pre-eminently the man for the post. He has been Minister of Education, and his interest has never flagged. He is at the present moment Chairman of the Consultative Committee of the Board of Education.

WE have no desire to hark back or defend any "harsh criticisms" of the late Permanent Secretary, but when Mr. Somerville once again extols Sir Robert Morant as a great pioneer of progress, and prophesies that his report of 1911 will be described as a landmark in educational history, we are bound to take up the challenge. The sole reason that Mr. Somerville adduced for his edictum was that University representatives were to form one fourth of the Registration Council, and there could be no more trenchant condemnation of White

Paper Cd. 5726 than his own definition of the principles on which such a Council should be constituted. It should, he told the Assistant Masters, be a triumvirate of forces, a co-operation of the State, the Local Education Authorities, and the Teachers themselves. Now, in this Magna Charta of Sir Robert Morant, not only is the Council when formed cut adrift from the State, but even passive benevolence on the part of the Board is refused. We have taken up Mr. Somerville's challenge, and we would ask Mr. Somerville to take up not our challenge, but the more serious indictment of Miss Wallas, whom no one thus far of all Sir Robert's champions has attempted to answer.

IT is strange to find a University Professor decrying theories of education, depreciating lectures and exalting textbooks, and denouncing internal examinations.

On the worthlessness of lectures, Sir Joseph Thomson quoted Dr. Johnson. We remember that Dr. Johnson had even a meaner opinion of educationists than of lecturers. "Education," he said, "is as well known, and has long been as well known, as ever it can be." In spite of these two great authorities, we still hold that a University is a living body, pre-eminently a symposium of masters and disciples, where wit sharpens wit—not as Carlyle held, a well selected library, nor as Sir Joseph would lead us to infer, a corporation of scientific researchers who produce up-to-date textbooks, with independent examiners attached to test the readers. His words will bear this interpretation, but we may be sure that this was not his meaning. He was addressing a body of science teachers whose main work is in the laboratory; yet in science, though perhaps to a less extent than in literature, and at the University, though less than at school, the man is more than the book, the *vox viva* than the *litera scripta*.

IN his address to the Science Masters Sir J. J. Thomson complained that few of his pupils left school capable of translating a page of ordinary German, and similar complaints were heard at other meetings of the various Associations. The defect was generally acknowledged, but, as far as we are aware, no practical remedy was proposed. The distinguished Professor who signs himself "*Sapere aude*" has urged in the *Westminster Gazette* that a good reading knowledge of German should before long be made compulsory at all Universities for all Honour students of any subject. A heroic remedy, but not practical politics. Let us clear the ground by stating the case as it presents itself to us. Two foreign languages are as much as the average pupil can profitably tackle, and there is a virtual consensus that one of these shall be French. If, as the Board of Education has hitherto ruled, the second must be Latin, German will be taught only to boys of marked linguistic ability, and the chances are that such boys will prefer Greek for the third foreign language, attracted by the premium that Oxford and Cambridge attach to classical studies. Let us hope that the Departmental Committee now sitting at Whitehall will induce the Board to reconsider its policy, and, in accordance with the petition of the Modern Language Association, allow French and German to be the normal course of such recognized schools as desire it. Educationally, Germany is Free Trade. Why should England adopt a policy of premiums and preferences?

MR. SELBY-BIGGE is not to be allowed to forget the so-called "Holmes Circular." Almost a year has elapsed since attention was called to the matter in the House of Commons; and the feelings then aroused have continued in a widening circle of protest. The desire of the Board of Education appeared to be that certain classes of appointments should be limited to men who had been educated at either Oxford or Cambridge. Such a claim may well be resented by other Universities. Convocation of London University, at a special meeting called to consider a letter from Sir James Yoxall on the Circular, carried a resolution which, though couched in language calculated to puzzle the young analyst, evidently condemned the policy indicated in the Board's memorandum. It is certainly a matter of regret that a Government Department should imply that there are only two Universities in England where students can receive a sound education.

SIR GEORGE KEKEWICH has more than once, since his resignation, acted as the candid friend of the Board of Education. It is hardly good form to be always criticizing in public the department of which for many years he was permanent head; but in his speech at the Congress of the Educational Institute of Scotland, his criticisms, though apparently intended for the Board of Education, in reality resolved themselves into an attack upon the English rate-payer. In English public elementary schools there is need, he said, for double the number of teachers; but for this lack he did not blame the Local Authorities, who are "between the devil and the deep sea." The Board demanded, he said, educational perfection while the rate-payers clamoured for economy. Sir George would be better occupied if, instead of attacking the Board, he would use his knowledge and influence in endeavouring to convince the rate-payer that educational perfection is costly but is worth the money.

THE Dean of St. Paul's is a born pessimist, and in his sermon to the Incorporated Head Masters he did not flatter his congregation. Most masters, he told them, are the slaves of a bad system, condemned to do what they would not and to leave undone what they would. Hence there arose a sort of cynicism, a staleness born of monotonous routine, a creeping paralysis. Their teaching was as salt that had lost its savour, because the teacher himself was bored by it. The only ray of light in this sombre picture was the acknowledgment that an improvement in the system was gradually taking place, especially in smaller schools, where the curriculum and method were far superior to those of Eton in his day. To urge upon "hereditary bondsmen" the duty of "keeping fresh in body, mind, and soul" may be a counsel of perfection, but to a layman Byron's words ring truer: "Know ye not who would be free, himself must strike the blow."

MOST members of the House of Commons believe that they know all about education. They have heard so much talk on the subject from platform orators and successive Presidents of the Board, that they think there can be nothing more to be known or said. It will come as a

shock to them to read that the Archbishop of Canterbury considers their mental attitude one of "crass ignorance." It is a stinging phrase, and it comes with the force of a man who weighs his words. Certain political or administrative aspects of education may be known to the "man in the street"; but the real meaning of the term, the real work that teachers are trying to do, the real importance of education to the nation—these are by the ordinary member of Parliament overlooked or misunderstood. The education given in the schools must reflect the theory of life held by the governing classes. We wonder how many members have read Mr. Holmes's "What is and what might be," or take in any educational journal.

PHYSICAL exercises now form an integral part of education in almost every school. These are largely based on the systems devised and worked out in Sweden. They differ from other systems of gymnastics mainly in that they aim at the harmonious development of the whole body, and do not merely train the muscles of the arms and legs to perform prodigious feats. With quite young children music is allowed, and with older children in occasional marching exercises. But it is held in general that the accompaniment of music diverts the attention from the performance of the exercise. At the same time the Board of Education are careful to point out that an essential condition of success in the exercises is that the children should enjoy them. In some quarters the fear has been expressed that these Swedish exercises are too intellectual, making little or no appeal to the emotions. Mr. Jaques Dalcroze has introduced a system which aims at a rhythmic expression of the emotions. We are informed that he is coming to London next month with some of his pupils to give demonstrations of his methods in order that English educationists may have an opportunity of judging of their merits.

IN secondary schools it sometimes happens that the teaching of drawing is in the hands of an artist whose avowed purpose is to find out the pupils who have a taste for drawing and to give them a preliminary artistic training. This is not the case in the elementary schools, where the teacher is not an artist giving occasional lessons, but a trained teacher giving instruction in drawing as part of a thought-out curriculum. Some instruction in drawing should be given in the ordinary school course to every pupil. This is the view taken by Prof. Selwyn Image, Slade Professor of Fine Art, who, in addressing a meeting of teachers in London, pointed out that the efforts of the drawing master were not directed towards the ultimate production of artists. The purpose, he said, was to give that particular kind of education which, better than any other, developed observation, facility of hand, and the improvement of taste. There is still need in secondary schools for the preaching of this gospel. To call out and train certain powers is the primary object of the instruction; the production of a pretty picture is of secondary importance.

WE believe that education in Canada is in a very healthy condition, chiefly because it has behind it the belief of the people in its value. Perhaps in our

The University of London and the Holmes Circular.

The Candid Friend.

Dr. Inge on the Badge of Sufferance.

Mr. Jaques Dalcroze.

The Slade Professor on the Teaching of Drawing in Schools.

**Ears
or Finger-tips?**

own country we lack this element of strength. Lord Grey told the North of England Conference that progressive educationists in Canada had arrived at the opinion that English methods of education were out of date. In Canada, he said, they believed that the right way to a boy's brains was not through his ears, but through his finger-tips. Learning by doing, he added, was the Canadian formula. We seem to have heard this formula before, and to have heard it uttered in this (apparently) benighted country. It is in accordance with the belief in this formula that hand-and-eye work have been introduced into schools. Measurements in elementary physics, practical experiments in chemistry, the drawing of illustrations in science, history, and literature notebooks, cardboard and clay-modelling, manual work in the carpentry shop, physical exercises in the gymnasium—all these testify to our belief in the motto, *Learn by doing.*

A SCHOOLMASTER must be a man inspired with the missionary spirit. He must possess an upright character and be able to control and inspire others. He must retain the freshness of youth, both mental and physical. He must pass his days as a marked man, shunned by his fellows, who do not feel quite at ease in his society. He must have studied psychology and understand the laws of hygiene. He must know something of a great many subjects or a great deal of one subject. For five or six hours a day he works at high pressure in a condition of continued strain. Imbued as he is with the missionary spirit, he would no doubt be content with a crust in a garret or a plate of porridge in a wooden hut. But the governing body insist that he shall dress decently; and public opinion, no less than his natural affections, insist that he shall educate his children properly. There are 4,002 assistant masters in grant-aided secondary schools under the control of the Board of Education. These receive an average salary of £168.

MUSIC
in Schools.

THE remarks of a previous Note about drawing may well refer also to the teaching of music in schools. Its importance in the curriculum is not yet fully recognized. This want was the theme of Dr. Arthur Somervell, whose recent address on the place of music in education will arouse many a response. The function of the music master, we take it, is not merely to teach the use of instruments to those pupils who desire this instruction, but to do his utmost to ensure that every pupil shall have an opportunity of learning to enjoy rhythmical sound, and to find perhaps in music an opportunity of expression, and certainly a means of wider culture and appreciation. We do not ask that boys should study the theory of music or that they should learn to be experts on an instrument; we do ask that they should be subjected to the influences of good music and learn by experience both its emotional and intellectual value. In comparatively few schools is music really made an essential part of the life of the pupils. The Puritan tradition dies hard; but it is dying, and music will slowly come to its own again.

ANY theory may be worked to death. However firmly convinced the nation may be that free trade in certain economic directions is necessary, there is a

**Food
and the Brain.**

growing feeling that free trade in the production of backward and deficient children is not for the benefit of the country. One most frequent cause of mental backwardness is want of proper physical nutriment. It is said that parental responsibility must not be weakened. This is a very sound doctrine. But, if parents will not or can not give their children proper food, it is better for the State to provide nourishment than for the children to grow up stunted in body and undeveloped in mind. Some people talk of the provision of free meals at present in existence as if it were a solution of the problem; but, as Sir J. Crichton-Browne pointed out the other day, one meal a day is not sufficient for a starving child. The nation will find it cheaper to feed a child in his own home for fourteen years than to pay for his keep in an asylum for forty or fifty years.

HARD-WORKING teachers do not, as a rule, spend much time over the theories of the psychologists. In school, the practical material—the boy himself—has to be dealt with; and the practical man doing practical work is ever impatient of theories. But no one who reads any papers can have failed to notice the discussions that have taken place lately on the theory that the "faculties" of the mind overflow from one area of experience to another. For years past it has been a safe argument that the value of the study of Latin was to be found partly in the mental gymnastics that it afforded. Train a boy's mind on Latin grammar or on Euclid, and his mental equipment would become flexible and alert in all directions. Learn poetry by heart and a good memory would be secured. These were the traditions. It has long been suspected, and is now openly avowed, that there is no such overflow; therefore the subject taught becomes of primary importance. This may probably lead to a revolution in school time-tables.

LOCAL AUTHORITIES.

THE Shipley Technical School. THE Shipley Technical School had been organized on lines that, as we understand, would commend themselves to Prof. Armstrong. The school was well and fully staffed, with a principal teacher or head of each department. There was no head master. The Committee of the West Riding were not satisfied, and the Board of Education threatened to refuse recognition unless a head master should be appointed. The Shipley Committee demurred on the ground of cost, and sent a deputation to the Board to explain their views. Eventually, however, the Shipley Committee have appointed as head master the Secretary to the Committee. This appointment is, of course, purely administrative, and in no sense educational. It is understood that the Board have accepted the appointment as removing their objection to the recognition of the school. By doing so, it would appear that the Board have in reality accepted a nominal head master, but it is not certain that the controversy is finished.

Continued Education. A LARGE engineering firm in Wakefield, who employ about eighty youths under eighteen years of age, have made arrangements for all of these to attend the evening classes at the Technical and Art School. The firm pay the fees and have appointed an organizer to control the students. On the mornings following an evening class, the students will be allowed to come to work two and a half hours later than their usual time. Promotion is to depend upon satisfactory work at the school.

THE report of the Worcestershire Education Committee is very

A Changed Curriculum.

gloomy as to the good results of the large expenditure of money on elementary education. And in a recent report issued by the Leeds Education Committee it is admitted that there is ground for dissatisfaction with the finished product of the elementary school. "The child," says the report, "should deal with things rather than with words; he should do things rather than hear about them; and he should form ideas rather than have ideas formed for him." The report continues with some excellent suggestions for schemes of study for senior boys and senior girls. For boys and for girls alike there should be effective instruction in the English language; for boys, practical mathematics, drawing, handicraft, and physical exercises. For girls, instruction in the domestic arts, a suitable course of arithmetic, physical exercises, and morris dancing.

Two important recommendations are made by the Education Committee of Warwickshire in reference to the staff teachers in domestic subjects. The possible maximum is to be raised from £100 to £125, and arrangements are to be made by which each teacher shall have a holiday of three continuous months once in three years. "We hope by this," say the Committee, "to avoid the frequent breakdowns in health in the case of these teachers from overstrain, which have caused considerable difficulty for some years past. It should be remembered that, in addition to the teaching being as much as that of a teacher of an elementary school, and frequently more, staff teachers have to do a great deal of travelling at night in the rural parts of the county at the worst time of the year."

Alleged Dearth of Teachers.

"We feel very seriously concerned about the dearth of teachers, due largely, no doubt, to the present salaries not being sufficiently attractive; this dearth is already causing many schools to be understaffed and it threatens, unless speedily corrected, to lead inevitably to a far greater increase of salaries than that which we now propose." The foregoing is an extract from the report of the Warwickshire Education Committee. It appears to be in London that the over-supply of teachers exists. The increase proposed in Warwickshire is, for assistant teachers, who are trained and certificated, as follows:—Men will begin at £85, and rise, by annual increments of £5, to £130; instead of beginning at £95 and rising to £120. For women the new scale is £75, rising, by £4 a year, to £111; instead of £80, rising to £100. First assistants receive two additional increments.

WHILE some Authorities are agitating for an increased grant for elementary education from the Exchequer, the Warwickshire Committee report "as to the urgent need for an increase in the Board's grant to secondary schools." They say that the majority of secondary schools in the county are unable, through want of means, to offer salaries that will attract a sufficient number of suitable masters and mistresses. They point out that, while the Board's grant for elementary education covers from one-half to two-thirds of the cost, in the case of secondary schools in the county the grant does not cover more than one-fifth of the cost; "though the latter are equally important from a national point of view." We suppose the reason is that elementary education is free and compulsory. Secondary schools are maintained in part by endowments and by fees. If secondary schools are made free by Act of Parliament, the nation will have to bear a larger proportion of the cost.

IN the case of pupils in secondary schools working on a special curriculum, the Board of Education require detailed information as to the work done and the books used by each pupil. The head masters and head mistresses of Warwickshire have protested against this imposition of clerical work. The Education Committee "are strongly of opinion that these forms should not be required, inasmuch as they refer to a central authority matters on which they are not competent to judge, and which should be left to the discretion of the head masters and head mistresses." We should not expect the number of pupils working on a special syllabus to be so numerous in any one school as to involve a serious amount of clerical work; and it must be remembered that the information required by the Board is placed at the service of the District Inspector, who is competent to judge of the matter.

THE lack of readily available information about the locality of a

County Readers.

particular school is often a matter of regret. A suitable book, dealing with the history, archaeology, botany, geography, and geology of the neighbourhood would be welcomed in most schools. Sir Isaac Pitman & Sons have offered to produce such a book for Warwickshire, and the Education Committee have accepted the offer. The idea is certainly a valuable one; its success will depend entirely upon its execution. A book written to order is sometimes a dull affair.

THAT the Board of Education are serious in their efforts to lessen the cost of school buildings is evinced by the consent they have given to an experiment proposed in Warwickshire. The proposal is to build a school with 9-inch rough cast walls, instead of 13½-inch solid walls as the existing regulations require. Careful observations are to be recorded as to the temperature. This is to be taken at 9 a.m. and 10.30 a.m. every day; and it will be especially noted if the rooms are sufficiently warm close up to the outside walls. The estimated cost of the building is £10. 12s. 6d. per school place.

THE Ealing Town Council have approved a scheme for establishing a school clinic in their district. Arrangements are to be made for suitable accommodation at the King Edward Memorial Hospital, Ealing. Children from the elementary schools will be treated for defective teeth and eyes, tonsils and adenoids, ringworm and skin diseases. For the working of such a scheme the services of a dentist, an oculist, a surgeon, and an anaesthetist will be required at stated times, and a trained surgical nurse (or nurses) will be appointed to give all her time to the work. The Town Council have approved an estimate of about £25 for the necessary outfit, and of some £350 per annum as the working expenses. When such physical defects as those mentioned above receive due attention through the establishment of such clinics, educational effort will be better directed. The injustice of punishing pupils for inattention due to defective hearing, or some other physical cause, will be minimized, and all this apart from the increase in national health to which medical inspection and treatment must in the long run contribute.

SCIENCE NOTES.

ONE pronouncement of Sir Joseph Thomson in his address to the public-school science masters was highly satisfactory. He said: "I cannot refrain from alluding to the remarkable and very gratifying increase which has taken place during the last few years in mathematical knowledge possessed by the students of science sent up from the schools. This knowledge is growing rapidly from year to year." We are sorry to add that at the end of his address Sir J. J. Thomson had to draw attention to the serious drawback caused by the ignorance of German which is now almost universal among the undergraduates who are taking a science course.

AT the same meeting, Mr. A. Vassall (Harrow) read a bright and forcible paper pointing out that the abandonment of the "faculty psychology" meant more attention to the subject-matter and less to mental gymnastics. The majority of boys in the lower and middle divisions were not proceeding to later scientific study, and the present system did not meet their needs. These boys should work on broad lines—in physics, at such things as the electric installation of a house; in chemistry, at real experiments in burning, decay, and other topics of wide application.

ADMIRERS of the experiments on soap bubbles, which we owe to the genius of Prof. C. V. Boys—i.e. all who have seen them—will be glad to hear that an enlarged edition of "Soap Bubbles: their Colours and the Forces which Mould them" has just been published by the S.P.C.K. The beautiful phenomena exhibited by soap films would doubtless be better known but for the exasperating weakness of the surface which develops when a large audience is present. Demonstrators should bear in mind that even a trace of acid is fatal to soap bubbles.

AT the Science Masters' Exhibition we noticed a little book of

Aids to Botanical Study. botanical photomicrographs which is published by Messrs. Cussons of Manchester. The identification of the various parts in the section is an easy matter with this booklet. The same firm makes a really serviceable hand microtome. The ordinary hand microtome fails just where help is most wanted, but this instrument enables a long slicing cut to be taken. In the same exhibition we saw a simple and very ingenious revolving tray for carrying a microscope. By its use slides can be shown to four or five pupils seated round a small table.

Domus of Silence. WHILE referring to practical aids we think it worth while to point out that it is easy to give apparatus, even if its weight be considerable, a smooth motion of translation or rotation by merely putting the objects to be moved on a board or box, into the lower surface of which "domes of silence" have been hammered.

THE REVOLUTION IN WOMEN'S EDUCATION.

IT is a hackneyed compliment to say of any book that it does not contain a dull page. But of Mr. W. Lyon Blease's "Emancipation of Englishwomen" it can truly be said that the part which deals with the history of women's education, the false theories that so long prevailed, the slow evolution of a more excellent way, possesses nothing short of fascination for the teaching profession. The writer claims that the present revolution in the position of women, one of the most momentous that the world has yet seen, has been a slow, gradual growth of more than two centuries. He asks how it is that from the time of Lucy Hutchinson to that of Elizabeth Fry there is scarcely one woman's name worth mentioning in our history. Women inspired the most delightful love lyrics in our literature during the first half of the seventeenth century; the most insolent and foul lampoons during the second. It is true that the Restoration was a great catastrophe, morally as well as politically; but Mr. Blease is too thoughtful a student of social conditions to attribute profound results to superficial causes. He proceeds suggestively to examine our literature, especially that which deals with the education of women, the motives and conduct of heroines in novels, the gossiping letters of the *Tatler*, *Spectator*, and *Guardian*, Lord Chesterfield to his Son, Burke on the Sublime and Beautiful, the works of Pope, Swift, and others, during the eighteenth and part of the nineteenth century—to discover what lessons were inculcated, directly or indirectly, and so explain the insignificant position of Englishwomen. It is well known that at one period ladies of rank and fashion could hardly read and write. Nor is it without its own significance that even so late as 1865, when the Schools Inquiry Commission began its sittings, it did not propose to inquire into the education obtainable at girls' schools. The fact is not isolated, for the Oxford and Cambridge Local Examinations were originally confined to boys.

Mr. Blease fixes the close of the seventeenth century as the period when the position of Englishwomen was at the very lowest. The three great factors of depression were the Church, the Law, and neglect of education. Even the censors of the day, when advocating a new and more excellent way, deploring the moral slough into which their country had fallen, only thought of rescuing men. In Coke's "Detection of the Court and State of England" he frankly recommends that the "drudgeries of Drawers and Tapsters in Taverns and Ale-houses be performed by women, and that the men may seek better employments; I am sure that they cannot be worse employed." This well deserves to be contrasted with the twentieth-century attitude of temperance reformers towards barmaids.

It is somewhat disconcerting too, especially when one remembers how vigorous is the campaign conducted by

* "Emancipation of Englishwomen." By W. Lyon Blease. (4s net. Constable.)

English missionaries in India against child marriage, to read Mr. Blease's list of wives of well known persons—even of the royal family—married during this period at the age of ten to fourteen years, a practice which entirely eliminated the educative and spiritual side of marriage, and proved a potent depressant of woman's position and influence. The cause produced the effect that all sociologists expect when one half the race is taught that sexual function is alone of importance; and, as might be expected, the victims of a wrong theory and practice of education are blamed instead of the real cause.

Even the great Puritans are examined to see how they will stand the test of equal opportunities of rational education for both sexes. Mr. Blease sees little to admire in Milton's lines:—

For contemplation he and valour formed;
For softness she, and sweet attractive grace;
He for God only, she for God in him,

and several similar passages from "Paradise Lost." It is not improbable that coming generations will condemn this quotation as one of the most extraordinary outbursts of male vanity that our literature has produced.

The men who thought that women had absolutely no life apart from association with themselves—an idea upon which the Reformation laid great stress in several Protestant countries, including England—poured all imaginable contempt on feminine celibacy. Thus, Otway, in his "Soldier of Fortune," assigns to "old maids" the duty of leading apes in hell.

The licentiousness of the Restoration produced a reaction in the minds of sober, respectable men; they desired to shield and protect their womenfolk against even knowledge of the doings of a corrupt society. The more we know of Court and Society life, the more excusable does this fugitive and cloistered virtue appear; yet the woman who is ignorant of life must always remain a fool, in a state of perpetual childhood. For the woman who makes the discovery that she is wedded to a vicious husband, the Marquis of Halifax gives "Advice to a Daughter" (1700), advice which has been much quoted and admired. She is to condone vicious conduct, pretend that it does not exist: "an affected ignorance is a great virtue here." It was about this time that there came into use such expressions as "the soft, fair, gentle sex," "the smiling innocents," "beauteous innocents," "the fairest images of heaven here below"—the whole savouring of mawkishness and maudlin sentimentality. One has but to apply such expressions to a capable business woman or high-school mistress of the twentieth century to measure their absurdity. Many old people will remember how *Punch* still alluded to mid-Victorian women as "the dear creatures." These epithets glide gently into the faulty theory, one that is very far from according with facts, that woman exists to "soothe and soften our cares," as one writer phrased it; she is "the sweetener of our pleasures"; according to another she is to rule in "the mighty Empire of Love." No wonder that Mr. Blease finds the diligent inculcation of these sentiments in girls' minds the rank soil in which women's disabilities flourish; their education is entirely at fault. In his "Letters to his Son," Lord Chesterfield reminds the youth that women are but children of a larger growth (Dryden said men); in society he must conceal the contempt he would naturally feel for "the beauteous innocents," for, after all, they hold men's reputation in their mouths. He must also flatter them, remembering that their sole passions are vanity and love; no adulation will be too gross; they must never be trusted. Pope tells us, "woman and fool are two hard things to hit." He is sure that most women have no character at all; their sole duty is to please.

The *Tatler*, *Spectator*, and *Guardian* have each a good deal to say, and most of it runs on similar lines. One can but wonder how much the flattery had to do with the postponement of reform in women's education. It was bad beyond belief, but they were assured the effects were all and more than could be desired. "Never contradict a lady" is one of the smaller fruits of that upas tree which survived into the nineteenth century.

Our author goes on to examine works by the lesser lights of literature, dealing with the education of girls more directly, and showing how the rills of literature contained the very same elements as the rivers. These include Lord Kames's "Loose Hints on Education," Dr. Gregory's "Legacy to his Daughters," J. Bennett's "Strictures on Female Education," Dr. Erasmus Darwin's "Female Education in Boarding Schools," Hannah More's "Strictures on Female Education," Mrs. Barbauld's "Legacy to Young Ladies," a number of Richardson's Letters, and other works. Though a slight improvement had taken place in girls' education when Hannah More (1789) and Mrs. Barbauld (1826) were writing, it cannot be in any way attributed to their insight or foresight. The great thing for woman was delicacy, propriety—implying not only modesty, but ignorance. "Propriety," says Hannah More, "is to a woman what the great Roman citizen says action is to an orator: it is the first, the second, the third requisite." She here vindicates, at any rate, her own claim to ignorance.

The conversation of the "beauteous innocents" was found to be anything but delectable by the men they met in society; efforts must be made to improve it. Every one knows how the Commission on Secondary Education, sitting from 1865 to 1867, blamed the superficiality of girls' education, mostly composed of pretentious smatterings. But perhaps few realize how industriously the educationists of the day inculcated a smattering as quite enough for the feminine brain. Speaking of astronomy, botany, and chemistry, Mrs. Barbauld observes:

In these you will rather take what belongs to sentiment and to ability than abstract calculations or difficult problems. You must often be content to know a thing is so without understanding the proof. . . . You cannot investigate, you may remember. . . . A woman ought to have that general tincture of them all which marks the cultivated mind. She ought to have enough of them to engage gracefully in general conversation. In no subject is she required to be deep—of none ought she to be ignorant.

Writing of this kind easily leads to the arguments in a circle which we often hear to-day when women's disabilities are discussed. Women are not fit for serious occupations, therefore they are not educated for them; because they are not educated for them, they are not fit for them.

It is extremely interesting to find that twice during the period under consideration proposals were made to found a woman's college, a progenitor of Girton. Mary Astell proposed an Academy for Ladies in 1697. The lewdness and obscenity with which the foremost literary men of the day received this proposal should be read in the *Tatler* (Nos. 32 and 63). In 1775 Mrs. Elizabeth Montague proposed to found and endow a college for the higher education of women, offering the post of superintendent to Mrs. Barbauld. The letter in reply deserves to be carefully studied by those ill informed persons who blame man for refusing to offer woman apples from the tree of knowledge. The quotation is lengthy, but its substance is that precise and accurate knowledge would only form the "Précieuses Ridicules" and "Femmes Savantes" of Molière. Young ladies must have just sufficient of the "tincture of knowledge as to make them agreeable companions to a man of sense." Thus did Mrs. Barbauld consummate the Great Refusal. Mrs. Montague abandoned the project, and seventy years elapsed before it was again revived. In numbers of similar passages Mr. Blease shows us how not only was strength discouraged, but weakness positively encouraged. Lord Kames discourses on how becoming is obedience in that sex "for ever subjected to the authority of a single person or to the opinion of all." Dr. Darwin assures us that "great apparent strength of character, however excellent, is liable to alarm both her own sex and the other sex." He even objects to music, dancing, and private theatricals as calculated to annihilate the retiring modesty and blushing embarrassment of young ladies. Dr. Gregory answers for the mental attitude of his sex towards cultivated women: "If you happen to have any learning, keep it a profound secret, especially from the men, who generally look with a jealous and malignant eye on a woman

of great parts and a cultivated understanding." The famous Dr. Bowdler deploras "timid, gentle, affectionate creatures, disentangling all the mazes of metaphysics, floundering in the Serbonian bog of politics," &c. Sir Joshua Reynolds's sister considers that women can aim at "nothing higher than an exemption from blame." Lady Bradshaigh hates to hear Latin out of a woman's mouth. In his "Essay on the Sublime and Beautiful" Burke descends to nonsense of this kind: "An air of robustness and strength is very prejudicial to beauty," and goes on to praise weakness, delicacy, and timidity as essential to womanly charm.

The athletic young woman of the twentieth-century will be amused to read Dr. Gregory's ideas on good health. Those who enjoy it must do so in grateful silence, never boasting, for "we so naturally associate the idea of female softness and delicacy with a corresponding delicacy of constitution that when a woman speaks of her great strength, her extraordinary appetite, her ability to bear excessive fatigue, we recoil at the description in a way that she is little aware of." The passage seems a useful one for mental healers. When society called for the delicate, fainting female, she filled in the specification; when the fashion changed and women were made to realize that fainting and similar exhibitions of "delicacy" were reprehensible, they abandoned these alluring manners, which in all probability had their vogue only in the upper and idler classes of society.

Mr. Blease reviews and weighs in the balance all these false theories of education, and estimates their effects on the character and capacity of women. Their independence was systematically discouraged; for them there must be no vigour of action or thought, always reliance on others and obedience. Women were thus "incapable of sustained thought, incapable of generalization, deficient in organizing power, irresolute in action, insincere in speculation." Where good sense was not strong, frivolity, jealousy, gossip, hysterics stepped in to occupy a large place in women's lives. And it must be remembered that the pupils of a generation nourished on such precepts became the governesses of the next.

But the gloomy picture of all this irrationality and folly is here and there relieved by gleams of good sense. Sometimes the very author whose absurdity and complete absence of psychological insight have surprised us lapses into sound sense, showing us a glimpse of where woman's dignity and the real welfare of the race lie. And, as nearly always happens in social reform, the few seers published their ideas whilst some of the worst theories on female education were enounced and practised. The course of progress has consisted in the slow growth of the idea that equal opportunities of education should be offered to all and that preconceived notions should be abandoned. The old theory and practice may be said to have released their hold with amazing slowness and to have evinced wonderful tenacity.

Mary Astell's proposal for reformed education has been noted. Harriet Harcourt set up a private institution in Yorkshire in which a few women divided their time between religion and letters. Defoe wrote in disapproval of child marriage and declared that "all the world are mistaken in their practice about women"; yet his own proposals are very moderate. Women are to be better educated in order that they may be fit companions for men. Addison and Steele go further, especially the latter: "The fair sex are as capable as men of the liberal sciences," he writes in the *Guardian*. "The rule for pleasing long is to obtain such qualifications as would make them so, were they not women." Swift and Mary Wollstonecraft were agreed in their teaching, though the decisive dictum was his: "I am ignorant of any one quality that is amiable in a man which is not equally so in a woman; I do not except even modesty and gentleness of nature."

In these few words lies the root of the whole matter. Whatsoever things are lovely and of good report are so for both sexes. The practical application of this theory is the path to pursue. It may well be that a considerable proportion of both sexes will always accept Milton's ideal for women as softness and sweet, attractive grace. Nevertheless, these qualities appeal most convincingly when based on strength

and activity: apart from such foundation they are apt to degenerate easily into debility, feebleness of will, failure to develop usefully and fruitfully.

A remarkable pamphlet was published in 1739: "Woman not Inferior to Man," by Sophia, a Person of Quality. The lady's identity has not been disclosed, but she demands a liberal education for her sex and admission to every employment in the State. So long as the ideal of womanhood was feeble, so long her training would produce weakness. Some improvement in the position of women was doubtless due to the fact that gradually they began to contribute to the literature of their time. Mrs. Carter was recognized as a sound classical scholar. Fanny Burney's novels enjoyed a great reputation, whilst Hannah More, Mrs. Barbauld, Maria Edgeworth, Jane Austen, Joanna Baillie, and Mrs. Macaulay gradually accustomed people's minds to the idea of feminine capacity, affording a useful antidote to Swift's observation that a woman will, generally speaking, be found to possess less of what is called learning than a common schoolboy.

Mary Wollstonecraft's "Vindication of the Rights of Women," often wrongly conjectured to be merely a claim for the parliamentary enfranchisement of her sex, published in 1792, is a work that deserved to produce a much greater effect than was actually the case. It anticipates modern thought on the whole subject of women's position, assails the idea that any virtue can be based on ignorance, and demands a scientific training as equally necessary for women as for men. The great source of female folly and vice is narrowness of mind. A woman is a human being first, a woman afterwards. Her individuality must find sufficient expression; so long as men direct women's lives, just so long will sex be developed at the expense of all other faculties. The writer believes thoroughly in mixed education as the remedy for our present hypertrophy of sex.

But her book fell among thorns, being banned by nine-tenths of the women who could have comprehended it. Two generations of Englishwomen had yet to be nourished on Dr. Gregory's theory of "delicacy" before the time for preaching a better gospel arrived. Moreover, the book, partially inspired by the French Revolution and the great part women were playing in that movement, suffered in the reaction that ensued when the powers that were in possession demanded a little more sleep and a little more slumber. Mr. Blease claims that the movement for reform in women's education has never looked back, though the rate of progress has varied. Since the publication of Mill's "Subjection of Women" in 1869. Perhaps the volume under review is not often more suggestive than when our author examines the heroines of Scott, Fielding, and Richardson. Why should Sophia, Amelia, and Pamela so gratefully accept the attentions and matrimonial proposals of men who passed their lives largely in debauchery? Mr. Blease stigmatizes one of these as a seducer and the other as a paltry scoundrel. Of course, the answer to the conundrum is that these poor ladies could find nothing better to do.

Pessimists should certainly read this book, for it ensures a lasting glow of optimism. The way has been long, but it is a crescendo movement for equality of opportunity, for room to develop. Olive Schreiner, who possesses the Englishman's faculty for inductive reasoning, is correct when she concludes that the modern woman movement is of the woman towards the man, her acceptance of one standard of ethics and mentality, of his standard, and that its final result will be closer union between the sexes. The struggle is not between the sexes at all, but between the men and women who have consciously, and the far greater number of men and women who have unconsciously grasped this truth on one side, and those who have failed to do so.

Mr. Blease's deeply interesting book suffers somewhat from lack of arrangement, and he offers students and readers probably the only people who require and use an index a very incomplete one, the mere name of the thing. On the other hand, the bibliography of his subject is most complete.

C. S. B.

WORK ON THE LAND IN A SECONDARY SCHOOL.

THERE is something in the touch of Mother Earth that makes for joy and health. A child, no less than a horse, has an instinctive desire for joyous and rapid movement so soon as the feet leave the macadam and touch the springy turf. Nature has its power to stir the emotions and stimulate the intellect. In education, so far as young children are concerned, we recognize this power by insisting that children shall have what are called Nature-study lessons, and by providing, when circumstances permit, plots of ground as school gardens. In large towns, it is true, the Nature-study lessons are sometimes of necessity arid and second-hand; but in rural districts, where the lesson in the classroom is enforced by the actual experience of the child outside the school, it is otherwise. A sound educational principle says that lessons should be connected with the environment of the child and based upon what is within his experience. In the country the children see the fields, the trees, and the flowers; they listen to the birds singing and watch the butterflies on the wing. They are interested in the phenomena and processes they see around them; and these form a good starting-point for widening their knowledge and experience and for sharpening their powers of observation.

Much has been heard in recent times about experiments in education and about curricula with a particular bias. Schools are organized with a constructional, commercial, or vocational bias. Certain phrases become popular and are worked to death; but, nevertheless, in all grades of schools the main bias in education is literary or bookish. This is to some extent inevitable. Children cannot learn to read and write by observing Nature; and these two arts—reading and writing—are subjects of primary utility that every school is called upon to teach. With improvements in method, however, the time spent on these necessary utilitarian subjects is diminished, and leisure is left for other matters. In many primary schools efforts have been made, not without a considerable measure of success, to give a rural bias to the scheme of education. There are Nature-study lessons, observational walks and the like, as well as garden plots attached to schools and worked by the boys. In girls' schools a corresponding movement has brought about the introduction of housecraft, taught in cookery-room or laundry. Further advances in these directions are only limited by the hesitation of the authorities to incur the greater expense that is involved as soon as the "book-lesson" is exchanged for any form of "practical" work. Sixty children can sit at their desks for a reading lesson, but "practical" work means smaller classes and the provision of workshops, laboratories, and apparatus. Still, undoubted progress has been made, especially in rural districts, towards connecting the education given in the elementary schools with the land and the rural industries.

In secondary schools, except in kindergartens and in lower forms, little is done in this direction. A few schools may be said to specialize in agriculture, but for the most part the gap between the Nature Study and gardening of the primary schools, and the Agricultural Departments of the University Colleges, is unbridged. In the main, the curriculum of the secondary school is based upon linguistic and literary study. This is true in spite of workshops and laboratories. For the science work is often of an academic character and unconnected with the industries or life of the locality. Yet many sound arguments can be found for the introduction into boys' secondary schools, situated in the country, of a course of study based upon the agricultural environment of the majority of the pupils. Pedagogics, no less than common sense, warn us to advance from the known to the unknown, and to make the experience of the pupil the foundation upon which to build. Several valuable experiments in various directions have been made, with the encouragement of the Central Welsh Board, in the Intermediate or County Schools of Wales. The proposal to make the agricultural environment of the boys the basis of an all-round secondary edu-

cation has been tried in the County School at Welshpool. The school is in a specially favoured position for the experiment. The governing body have spared no pains; and they have made liberal provision of laboratories, specialist masters, and use of land. The scheme has received encouragement from the University College of Aberystwyth, from the County Education Committee of Montgomeryshire, and from the Central Welsh Board. Further, the Earl of Powis allows the use of the home farm near Welshpool, which is said to be one of the finest in the county. Welshpool is, of course, in the midst of a purely agricultural district. Thus the school starts with distinct advantages.

The scheme for giving an agricultural bias to the curriculum of the County School for Boys at Welshpool was begun tentatively in 1908. It is now fully organized, and the head master has sent us a copy of a report on the subject that he has presented to his Governors. It is not to be supposed that Welshpool is to be turned into a school of agriculture. The claim of the scheme to consideration is based partly on the principle that education should be connected with the environment of the pupils, and partly upon the assertion that the agricultural bias does not upset the balance of a well planned secondary curriculum. It is by the latter point that the scheme must stand or fall. We are not concerned here with a school deliberately giving a technical education suitable for boys who intend to become farmers, but with a school that claims to give an all-round secondary education. The claim seems, so far as can be judged from the written report, to be substantiated. The syllabus is full of human interest. The subjects included are: chemistry, physics, biology, arithmetic, geography, woodwork, drawing, and English literature and composition. We gather from the report that no foreign language is taught. If the mother tongue is properly treated this need not imply loss to the boys. No mention is made of history. Apart from this somewhat serious omission, the scheme appears to be sound and to possess just the qualities that will develop the intelligence and powers of the boys. It would not be applicable to all schools. But in country secondary schools where most of the boys live upon the land—and many will return to work upon the land—it is most important that boys should have an opportunity of applying their intellect to agricultural problems, and should learn that science and skill are wanted on a farm as elsewhere, and that to work upon the land is not of necessity to become an illiterate boor.

"It is most unfortunate," said a distinguished Inspector reporting recently to a Welsh County, "it is most unfortunate for agriculture, which is, after all, the principal industry of North Wales, that the idea should still be cherished, and occasionally openly avowed, that education—in other words, developed brain power—is of no assistance in farming, as though it were a matter of inherited instinct, like nest-building of birds, and not of human reasoning at all. While such notions prevail, our soil must yield much less than it might, and our money go to foreign producers, who have learnt that successful farming is a matter of scientific organization." But the Welshpool scheme is of wider application; it claims to give a sound general secondary education and to be based upon recognized pedagogic principle.

KINGSLEY hymned "the black North-Easter" and Tennyson preferred the mists of free England to the palms and temples of the South, but Dr. Parkin has gone one better. In his address to the Geographical Society he reckoned a thermometer which sometimes marked thirty-five degrees below zero one of the greatest assets of Canada, and justified the bold paradox by explaining that these snaps of Arctic frost ruled out the black population altogether, were an effective barrier to the influx of Southern Europeans, and favoured the hardy Norseman. The raw and rough climate of England was the best nursery for the Canadian immigrant, and Canada would become the home of men with strengthened backbones who could take with a frolic welcome the extremes of heat and cold.

SOLOMON RABSHAKEH.

["Solomon," our head "table-boy," has been dismissed for insolence.—*The Chefooan*, January 1912 (magazine of the School for Children of Europeans, Chefoo, North China).]

AS we school folk look back over our own school days, we must find something chastening—to some, perhaps, consoling—in the realization that the figures and events which stand out most clearly in our memory are often quite unconnected with the scholastic side of our life. Teachers and lessons came and went, were borne with, appraised and forgotten; but here and there some trifling incident—a quarrel, a day's boating, a book read out of school hours, an evening's chatter—take on in retrospect a curious significance, become, as it were, symbolical. One such vividly remembered day in my own childhood introduced us to the heroic figure whose name stands at the head of this article. It was a burning day early in July. Sixty of us—British, American, and a few German girls whose parents had settled in various parts of China and Japan, with a dozen or so mistresses to match—were half way through tiffin. I can picture the scene now. The long, low dining-room (the school was then a big white-washed bungalow) with a table running length-wise, crossed at one end by a smaller table where, Saturday by Saturday, my particular cronies and I plotted wild schemes of defiance over the never-to-be-sufficiently-detested weekly (winter) "Brother-where-art-thou" or (summer) "Pears-and-glue."^{*} The wire-netted south windows looked out across a deep veranda—darkened now by close bamboo blinds—and a strip of sun-baked garden, to the stone wall that bordered the dusty high road leading from the Chinese town some two miles away to the great cities of the north.

The jingling of innumerable mule bells, the shrill cries of the drivers, the intolerable creaking of strings of heavy barrows, and, dominating all, the piercing buzz of the "scissors-grinders" perched in a tall tree near the music-rooms, filled the sultry air. In the dimmed light the double row of faces looked white and weary. Mistresses spoke in nervously irritated voices, children made sullen replies. The punkahs swayed lazily to and fro; no doubt the coolie was dozing again on his stool in the north veranda. I craned my neck to see and caught the distant glitter of sunshine on the bay. Only half-past twelve now, and they'd never let us start for bathing before six. I thought of the long, hot afternoon—the siesta under stifling mosquito curtains, the hour or so of languid preparation—that lay between us and the golden moment when we might plunge into the great cool sea. O how hot and cross and stupid every one looked, and how dull the heat made these summer days! One was almost moved to regret the bitter winter months when the sea-foam froze as it touched the shore and the storms came sweeping down from the North, seeming delightful now by contrast with this fierce wind laden with sand from the plain of Chili. If only something—anything—would happen, one might perhaps forget the heat.

A stir by the service hatch brought the longed-for diversion. "David," head table-boy of the period, had just entered, followed by a short, thick-set, stolid-faced, beady-eyed youth of about nineteen. A new "boy"—there would be a race to find a nickname for him. It was against rules for girls to hold communication with any of the large—unnecessarily so, to English eyes—band of servants; and, indeed, the gardeners, boatmen, and outdoor coolies generally interested us very little, while the cooks and their satellites we did not know even by sight. It was different with the amahs and sewing-amahs (the only women among the servants), who tottered about on their tiny, bound feet at various light household tasks, or sat, stitching industriously, cross-legged on the broad *k'angs* (brick beds) in their part of the servants' quarters. They were our friends, for not only were they always ready to repair damages or come to the rescue generally, but

* School names for currant roly-poly and fruit jelly.

most of them made a small profit by rearing silkworms in big bamboo trays, and, in return for judicious offerings of mulberry leaves for the greedy creatures, might be coaxed into buying us fascinating native sweets—peanut candy, sugared crab-apples threaded (stickily alluring) on little sticks, aniseed balls, and a delightful compound of puffed rice and Japanese honey. But such intercourse was naturally (such is the regrettable wrong-headedness of authorities) restricted, and the servants who came chiefly under our—generally disdainful—notice were the half-dozen or so “boys,” those equivalents of English house- and parlour-maids; for these, though nominally engaged to carry out orders without question, had it in their power, as we were soon to discover, to affect our comfort very considerably in a variety of small ways.

But one point of interest every servant, outdoor and in, had for us. It was impossible for even those of us who knew the language well to master the native names of the constantly coming household staff; so we amused ourselves by giving everyone on his arrival a name of our own choosing. Biblical names were popular; they seemed appropriate, and, moreover, the Sixth were perennially and reluctantly deep in the study of Kings I and II, and used as aids to memory the whole troop of servants, from the chief sewing-amah, *alias* Jehoadan of Jerusalem, to Shalmaneser Assez, humble custodian of Edam, the wicked little school donkey, whose chief duties were to carry water from the “compound” well at the bottom of the hill or to roll the mud tennis-courts, but who found the harrying of Shalmaneser an occupation more fascinating than either.

So we now looked critically at the new-comer listening in obvious bewilderment to the whispered instructions of “David.” We watched his clumsy movements, noted his air of impenetrable stupidity, and decided that his sojourn among us would be brief indeed.

“Say, but he’s real smart,” drawled my neighbour, an American from Nagasaki. “I reckon what he don’t know about the particular dooties of a waiter ain’t worth making a fuss about. Guess he’s staked a claim to be called ‘Solomon.’”

“Oh, isn’t he an idiot!” agreed a jolly Scotch girl, lately arrived from Canton, watching the new recruit as he trotted awkwardly after his superior with a pile of dishes. “There! I knew he’d drop them. I vote we call him ‘Rabshakeh’; because,” she explained in answer to inquiries, “because he shakes so much.”

A shout of derision greeted this daring flight of humour; but every one else being too hot or too indifferent to suggest an improvement, “Solomon Rabshakeh” the new table-boy became.

Thus lightheartedly, unwitting of the future, did we welcome the seemingly dull, ignorant youth who was destined to become a dominant factor in our lives. “David,” convicted of misappropriation of supplies, departed, and “Solomon,” ~~solomon~~ or other—no one was quite clear about the matter—the defiance of all rules of precedence, reigned (there is no other word) in his stead. For, once familiarized with foreign surroundings, “Solomon” began to display the qualities that have ever distinguished your born leader of men. A mere servient table-boy he! Perish the ignoble thought! To be ruler over a poor hundred souls—most of them despised and ignorant foreigners, and mere women-folk at that—might be the glorious destiny befitting his high talents, but at last he would play the part magnificently for what it was worth.

So though there lingered long in the minds of many a belief that Miss So-and-So was Principal, or Miss Someone-Else was housekeeper or matron, we girls were not deceived. ~~She~~ ~~well~~ ~~was~~ ~~law~~, whose wishes paramount? Whose but ~~solomon’s~~? Did we plan a picnic—“Can Solomon come?”—but cared he whether we went provision-less!—“Will Solomon walk so far? Will he let us come back by moonlight or will he drive us home in time for his evening ‘chow’?” Was Prize-Giving fixed for a Friday and orders given accordingly?—Solomon would produce a hundred irrefutable arguments against any day of the week but that

chosen arbitrarily by himself; and such is the force of personality that the whole household was soon living, meekly and uncomfortably, under the shadow of his tyrannic rule. Who was it pealed the rising bell with such vindictive fervour, rousing us from our snug beds in the cold of a “north-blow” morning? Who forbade a compassionate amah to smuggle in hot water for our morning tub—quoting rules, if you please! Who swept away our plates unheeding, or scowled at our timid requests for more? Who, long before he picked up enough English to understand our conversation at table, proved himself able to divine our secret thoughts, and saw to it that the dishes we most disliked figured with exasperating regularity on our simple menu? Who watered down the treacle and weakened the tea? Who scraped the butter and docked the jam, spreading the bread with a single movement of the knife so thickly that our greedy little mouths watered as we watched him wistfully through the buttery hatch, and with another swept it all off again so skilfully that we were compelled to resentful admiration? Who told when we toasted lunch cake at classroom stoves, meanly producing burnt penholders as evidence? Who grumbled when we dared to make toffee on Saturday afternoons—official permission meant nothing to him—and declined to remove our dishes and pans? Who kept us waiting in the dark till he chose to bring the lamps, staring in coldly pitying scorn at the unfortunate told off to translate the message—few of the mistresses could speak Chinese—reducing the most fluent to stumbling incoherence? Who hid the poker and banished the blower? Who always forgot the coals? Who bullied the coolies and harassed the amahs, making wretched the soul of the mistress in charge? Who fought us victoriously all the day long, disdaining our preferences, ignoring our plans? Solomon, and again Solomon!

O blue-gowned, black-hatted, red-buttoned symbol of a fate inexorable as dark, have the multitude of thy arrogancies at last their due reward? Hast thou indeed ceased from troubling? It cannot be. That plump, familiar figure, that smug smile, that strut—self-satisfied, imperious—gone! Sooner may we picture the stately, mandarin-ridden China of our hearts an up-to-date republic à l’*Américaine*. Say, mark well my prophecy. If, in a desperate frenzy of revolt, his subjects have indeed cast off his yoke, their madness will be but for a season. Calm, inscrutable and haughty, careless alike of command, entreaties, maledictions, threats, Solomon Rabshakeh, *tyrannus tyrannorum, will return!*

ELIZABETH RENDALL.

SECONDARY TEACHERS PROVIDENT SOCIETY.

AN important Conference was held at the Offices of the Assistant Masters’ Association, on January 24, at which representatives from the Teachers’ Guild, the Assistant Masters’ Association, and the Assistant Mistresses’ Association were present. The object of the Conference was to arrange for joint action in connexion with the insurance of teachers, and the following resolutions were passed:

(1) “That this Conference approves of the formation of a Secondary Teachers’ Provident Society, containing an internal and an external section for each sex; the internal section for insurance under the Insurance Act, 1911, the external section for other insurance.”

(2) “That the following questions be referred to sub-committees of each sex, (i) the nature of the benefits, (ii) the terms of admission into the Society.”

The above resolutions were reported to the Executive Committee of the Teachers’ Guild on the following day, and the meeting unanimously resolved “That the Executive Committee of the Teachers’ Guild is prepared to co-operate in the formation of the proposed Secondary Teachers’ Provident Society, on the understanding that before registration the scheme will be submitted for the sanction of its Council.”

It was reported to the Conference that the Association of Teachers in Technical Institutions had intimated its willingness to co-operate.

JOTTINGS.

Mr. A. J. SWINBURNE'S "Memories of a School Inspector" (McDougall's Educational Co., 2s. 6d. net) might well have been named "Nuts and Chestnuts." We cull a few. A lady in Devonshire, whose aunt died in Paris, obtained from the French Government a promise that the body should be transmitted to her. The coffin duly arrived, but on opening it for a last look she found to her horror a General in full uniform. In reply to an indignant wire she received the answer: "Aunt buried to-day with full military honours; pray keep General."

ON a visit to a Suffolk school Mr. Swinburne paused at the open door, impressed at the sight of three hundred children all on their knees in rapt devotion as they repeated after their mistress the Lord's Prayer. The illusion was dispelled when after "Forgive us our trespasses," he heard in a very different key: "Nicodemus Obadiah Bugg, you've got one eye half open. I'll whack you after school."

A MEMBER of a small Suffolk Board soliciting Mr. Swinburne's help in the choice of a mistress added, "But she must be over forty, sir, as the chairman is—well, yer see, sir—he's a bit amorous like."

A SUNDAY-SCHOOL teacher asks: "King Pharaoh's daughter found the little baby Moses in the bulrushes, didn't she?" Answer: "She said so, Miss." Same teacher (to avoid the hard word "succeeded") asked: "Who came after Solomon?" and was answered in a voice which evidently reproached the teacher for touching on so delicate a subject: "The Queen of Sheba, Miss." A pupil-teacher writes: "Any one who is afraid of having a thick waist, let her think of the Venus de Medici, the God of Beauty, whose height was 5 ft. 2 in. and who possessed a waist of 27 in. Tight lacing is horrible, leaving no room for the expansion of the feelings." "Greenwich—an observatory for invalid seamen," is a delightful portmanteau answer.

THE worst handwriting we have ever known was that of a late Chief Inspector, and for bad spelling Mr. Swinburne runs him hard. "Cannon Rawnsley, *impell*, the girl who *lead* the chorus, *syren*" are some of his howlers, and we suspect, as the epitaph is quoted from memory, "the *bighting* of the tongue." We will not quote the French and German howlers, as he disclaims any knowledge of modern languages, but in philology he gives himself away by quoting as the climax of a certain Bishop's ignorance the derivation *educare*, "to build up."

WE hope that it is not too late to call attention to the Empire Calendar that Mr. G. H. Hallam, sometime a Harrow Master, has compiled for the Victoria League. Each month records from a dozen to a score of great events, with notes that are a model of condensation. It is singularly free from party bias, and Gladstone is honoured no less than Disraeli. We wish that every form master and mistress in the kingdom would exact month by month a knowledge of the Calendar. Copies can be procured from the office of the Victoria League, 2 Millbank House, Westminster, price 2d., or fifty copies for 6s.

MR. RUNCIMAN has himself confirmed the estimate that "An Old Fogey" formed last month of his administration at the Board of Education. Speaking at Newcastle on January 18, he compared himself to the conductor of an orchestra in which every performer played a solo on his own instrument. Mr. Runciman would have been better advised to bury the hatchet. An admiral whose ship has mutinied is not given a regiment, and the head master who cannot keep discipline thinks himself lucky to be pensioned off with a canonry. If his bandsmen were not muzzled, we think that the reply to their late bandmaster would be in unison.

SINCE the above was in print we have seen a letter from Mr. Runciman's secretary, correcting the report of the Newcastle speech. According to the amended version, the remarks we have quoted referred not to the staff of the Board, but to the religious dissensions that prevail in the outside world of education. We accept, of course, the correction, but must add that Mr. Runciman

is singularly unfortunate in so often laying himself open to misinterpretation.

THE first International Eugenics Conference is to be held at the University of London in the week from July 24 to 30. The President is Major Leonard Darwin, and papers have already been promised by Vice-Chancellor Sadler, Dr. F. S. Schiller, and leading educationists from America, Germany, and France. Applications for program and conditions of membership should be addressed to the Hon. Secretary, Eugenics Education Society, 6 York Buildings, Adelphi, W.C.

DR. ROUSE, in the *Morning Post* (December 29, 1911), maintained the infinite superiority of ancient to modern languages in respect of clearness of meaning. A Latin sentence can bear only one interpretation. English—especially newspaper English—is full of obscurities and ambiguities, and to prove his point he quoted a newspaper headline: "Heavy Sentence for Blackmailing M.P." "A Schoolmaster" (January 12) takes up the challenge, and Dr. Rouse has not so far replied. We will not join the fray, but, as a practical test, would ask Dr. Rouse whether he considers Virgil more easy to interpret than Tennyson, and if he thinks that the scribe who copied Tacitus' "Annals" would have said, like the "reader" of Macaulay's "History," that he had never had occasion to read a sentence twice. William Johnson, a classicist of the classicists, does not thus seek to exalt the ancients by vilipending the moderns:—

"Two minds shall flow together, the English and the Greek."

TUDOR HALL was opened on January 3 as an Institute of the Voice-Training Society at Bristol. The Bishop of Bristol, who presided, said he believed that Bishops would before long require of candidates for Orders some certificate of a knowledge of voice production. Miss D'Orsey, who is Head of the Institution, announced that arrangements had been made for resident pupils as well as for classes, and that they were prepared to instruct all comers from the age of three to eighty.

A ONCE conspicuous figure in the educational world—Froebel's distinguished pupil, Fraulein Eleonore Heerwart—has now joined the great majority. Grateful appreciation of her work in this country, as head, from 1874 to 1883, of the Kindergarten Department of Stockwell Training College, was expressed in a resolution adopted by the Council of the British and Foreign School Society, who form the governing body of the College.

THE closing of the Highbury High School (Girls' Public Day School Trust) is a source of great regret to present pupils and their parents, as well as to a large and devoted body of "Old Girls." The school was opened in March, 1878, with Miss White, principal of a school in the neighbourhood, as Head Mistress, and on her transference to the Head Mistress-ship of the Sutton High School, the post was ably filled by Miss Minasi.

THE schoolma'am is honoured in South Africa. The Principal's return from a holiday is thus recorded in the local press:—"At the gate Miss Burgess was presented with a lovely bouquet by Miss Nellie Pautsma, of Form VI, while as she walked towards the door the girls gave vent to their enthusiasm by singing 'For she's a jolly good fellow!' Tea was afterwards partaken of, and a pleasant *tête-à-tête* followed." ("*Tête-à-tête*" is South-African for a *soirée*.)

MR. HARDRESS O'GRADY, Lecturer in French at the Goldsmiths' College, is giving, on behalf of the Modern Language Association, a course of Conférences on French Poetry, at University College, Gower Street, on February 20 and the four following Tuesdays. The Conférences will consist mainly of recitations, and will include, besides well known poets—Delavigne, Musset, Baudelaire, Verlaine—less familiar modernists, Malharmé, Villiers de l'Isle Adam, Paul Fort, Verhaeren. Mr. O'Grady has resided many years in France, and has made a special study not only of French literature but of elocution.

THE ordinance printed by the University of Edinburgh for the institution of degrees in veterinary science has been passed by the Privy Council, and will come into force after the Summer Term.

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The Royal (Dick) Veterinary College has decided to erect new and enlarged buildings.

THE Association for the Teachers' Study of the Bible has arranged a course of lectures to be given by Prof. Kennett on "The Building-up of the Bible from the time of the Prophet Amos," at King's College, Strand, on February 14 and the four following Wednesdays, at 6 p.m.

PITY the sorrows of "A Student" in an L.C.C. Day Training College as set forth in the *Schoolmaster*. He gives us the details of his budget, amounting to £31. 11s. 6d. a year for "actual necessities." Under this are reckoned travelling expenses for sports, ("for what is college life without sports?"), and "dances, dinners, and other functions of school life"; these of course have to be entirely tabooed, "but are set down at £1 a term. The amount he received from the Board of Education and the L.C.C. is £30. "This means that one cannot buy such things as tobacco, an occasional theatre, presents, and something for the old folk at home now and then." To crown his cup of sorrows he has to work longer hours than the Board of Education staff and is not paid overtime for his work at home of an evening. Gray will supply "A Student's" epitaph: "Large was his bounty and his soul sincere," but "Chill Penury suppressed his noble rage" and left it to the *Schoolmaster* to strew "a holy text."

THE Class lists of the Cambridge Local Examinations held in December last have been issued, showing that the total number of candidates entered was 9,557, exclusive of 3,870 candidates who were examined at Colonial Centres. In the Senior Examination 876 boys and 917 girls satisfied the examiners, 75 boys and 10 girls being placed in the First Class; 439 boys and 169 girls showed sufficient merit to entitle them to exemption from one or both parts of the Previous Examination. Of the Junior candidates 1,685 boys and 1,038 girls passed, the numbers of those placed in the First Class being 117 and 12 respectively. In the Preliminary Examination 1,306 boys and 815 girls passed.

LAST in the fray of "Classics and the Average Boy" comes Emeritus Prof. Ramsay, who gives (*Times*, January 27) his experience of forty years as a teacher of Latin in the University of Glasgow. The Scottish average boy, he tells us, applied himself with vigour to the study, and it was from a basis of Latin grammar and Latin syntax that many a humble scholar has risen to positions of honour and prosperity, not only in the learned professions, but also in various walks of life. He has found, moreover, that ability to write correct Latin prose, quite apart from style, marks a distinct stage in a youth's intellectual development. We do not dispute Prof. Ramsay's facts, but his inferences. A boy who at school excelled in double acrostics would be likely to distinguish himself in after-life, and does not ability to write correct French or German prose equally mark "a distinct stage"?

THE SUPPLY OF TEACHERS.—Whether the training colleges are turning out more teachers than are required by the elementary schools has ever been a burning question. Hitherto every training college has thrown its annual batch of new teachers upon the market at the same time of the year, and when the schools have reopened after the summer holidays the number of vacant places for assistant teachers has been insufficient to absorb all the qualified candidates. The complaint of the unemployed teacher has been loud and bitter, and the inference has been drawn by a large section of the public that too many teachers are being trained. The London County Council, however, apparently takes the view that the fault is not in training too many teachers, but in placing the whole year's supply upon the market at the same time. The Council have recently adopted what amounts to a mild revolution in the educational world. They have decided to admit students to two of their training colleges at Easter as well as in the autumn. The experiment will be initiated at the Fulham Training College, where from twenty to thirty students will begin their two years' course of training after the next Easter holidays. These students will leave college at Easter 1914, and will be ready to commence work immediately after the Easter holidays. By that time teachers turned out in the autumn of 1913 should nearly all have been placed so that the small Easter batch should have little or no difficulty in procuring posts. The experiment will be extended at Easter 1913 to the Moorfields Training College, and in that year it is anticipated that from a hundred to a hundred and twenty Easter students will be admitted to the two Colleges.

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"CLASSICS AND THE AVERAGE BOY."

THE *Times* during the past month has opened its columns to a correspondence provoked by a brilliant article contributed to its *Educational Supplement* by "A Public-School Master." It has been comparatively easy to repel attacks on public schools as the babble of ignorant parents or the spite of masters who have failed; but their present critic cannot be thus dismissed. He knows what he is talking about, and he has no personal grievance. His charge against public schools is that the average boy gets an education unsuited to his powers or gets no true education at all. Public-school education has been warped and perverted by the endowment of classics. Though Latin has long ceased to be a subject of utility, it still keeps its prerogative at the Universities and their feeders, the public schools, and in the examinations of the Civil Service Commission. The public schools curriculum is based on the assumption that every boy will become either a Civil Servant or a professional man. To this traditional fignment four out of every five public-school boys are sacrificed, and the parent acquiesces because he fondly hopes that his son will prove the lucky fifth. Public-school masters themselves are self-deceived by adherence to the exploded doctrine of formal training, the belief that faculties exercised in classics will overflow and be transferred to any other subject, that a boy whose Latin prose and Greek accents are faultless will be competent to balance a ledger or manage a ranch. The attack was supported by the *Times* in a leader and by classical scholars, such as Canon Papillon, as well as men of science. The defence was singularly weak. Mr. Gilkes attempts to shift the blame. The fault lies with the average boy who is, and always will be, a slacker, whatever the subject, and on the home which does not back the master. An Eton master writes: "When once a boy has reached the standard of entrance into Oxford or Cambridge, he is allowed a large choice of subjects." *Sero medicina paratur.* Dr. Rouse rides off with a pun and a simile, "a beggarly modicum of Greek—an odd epithet for those who try to beg off.

I desire a modicum of Greek which might be compared to a well invested nest-egg."

Had the critic been content to attack he would have been inrefragable, but at the end of his article he incautiously propounded a new model and laid himself open to a telling retort "To the average boy we ought to teach sufficient of classics and the liberal subjects for culture, accompanied in the early stages by a curriculum wide enough for him to reveal his ineptitudes and discover his aptitudes, and in the later stages by special knowledge of subjects which he can carry to an advanced stage and which, when possible, should bear on his occupation in after-life."

If it had done nothing but provoke the admirable letter from the Head Master of Sherborne, this controversy would not have been unprofitable. "Fireworks!" exclaims Mr. Noel Smith (like Mr. Burchell's "Fudge!"), "imagine a wretched head master giving these as the general directions for framing an actual curriculum!" Having brushed aside in a sentence the latest constitution of an Abbé Sieyès, he goes on to acknowledge that the present discontent is well founded and to expose the root of the malady. "We do not make the best of the average boy, and we do sacrifice him in a larger measure than is necessary to the boy of more than average ability . . . to the cultivation of a very fine but costly product, of which the first-class Government official and the first-class professional man may be taken as types." The sin lies at the door of the Universities. They dominate the curriculum, and, so long as Oxford and Cambridge demand Latin and Greek for entrance, the average boy who intends to go or has a chance of going to Oxford or Cambridge must devote to Latin and Greek a considerable portion of his time which might be better spent. "I believe that a large number of average boys (not all) would be better educated without Latin or Greek."

We cannot now pursue the subject or follow Mr. Noel Smith in his clear exposition of the reforms that are needed at Oxford and Cambridge before a head master can do justice to the average boy. We fully agree with "A Public-School Master" that our public schools are not abreast of the times and neglect the masses for the classes—or shall we say the classics? It is none the less true that in the last half century they have advanced farther than in the three preceding centuries. They have admitted, if they have not welcomed, modern subjects. They have arranged alternative courses, and conceded, though at too late an age and with too many restrictions, free choice of subjects. It remains for them to dethrone the idol of formal training and abandon the supremacy of the classics. This will not come to pass till head masters have submitted themselves to professional training.

AFTERTHOUGHTS ON "WHAT IS AND WHAT MIGHT BE."

By SUSAN PLATT.

MR. HOLMES'S book is now in its third edition. It is having an undoubted influence upon the minds of those who take education seriously, and it demands more than a fleeting attention. There is much in the book that is wise, some that is inspired, but again much that is questionable. The distinction between mechanical obedience and vital obedience is fine and well put, and appeals to me strongly, for too many of us still make a fetish of obedience in our dealings with the little child, and vie with illiterate nursemaids in exacting absolute and immediate response to our commands. For this, and for his belief that the child comes to us sweet, pure, wholesome, and divine out of the Infinite, I indeed thank him.

Again, I am with him in his crusade against competitive examinations, against external rewards and punishments; on these points he has many helpful suggestions. With most of his ideas as to "What might be," I am in perfect sympathy. But that "What is" is as bad as he paints it, I cannot

believe. My own experience, a somewhat large and varied one, does not endorse it. I have read no criticisms of the book, and perhaps what I have to say has been said before more ably. But it seems to me that even if "What is" gives so much reason for despair, yet Mr. Holmes is more often wrong than right as to the causes that have led to this state of things.

He runs to death his theory of the domination of the Western idea; yet in China, which is Eastern enough, the examination system has flourished as rankly as anywhere! And I find nowhere in the book (though surely I must have missed it!) any mention of what to my mind is the paramount cause of failure—I mean the impossibly large classes which still prevail in the elementary schools of our great towns.

That our present system is more or less of a failure I am bound to admit; yet even Mr. Holmes must allow that our elementary schools have helped to produce men and women who are the salt of the earth. Nor am I probably the only reader to tire of his perfect Utopia and of the perfect Egeria, and to think upon numbers of bright enthusiastic training college students, and devoted men and women toiling in slums and back streets. Long before the days of Care Committees and school nurses, I have known teachers who have cleansed the dirty children, fed the hungry, and clothed the naked. Egeria, out in the sweet country air, with a handful of children, may well be idyllic. But what would Egeria do with a class of eighty-seven? Would she not, perforce, exact "mechanical obedience"? I have been in and out of our London schools for years, as supervisor of students and as Inspector, and I know well how all one's best ideas come to wreckage over the large class. Mechanical methods, mechanical obedience, too much talk—no teacher in her heart thinks these things ideal. The teacher of the future, with forty children, will have a better chance. But did Egeria ever handle a class of forty?

Again, most of us have seen or at least heard of the infant teacher who gives out interesting material to a class of sixty infants, and then destroys all their natural eagerness and enthusiasm by the command: "Fold arms, and do not touch these until I tell you." Mr. Holmes would justly deplore that attitude. Yet he himself mentions, with approval, having seen historical scenes acted with vigour by one of Egeria's classes, and applauded loudly by those who were allowed to witness them, *while the children of another class drew flowers in the same room and never lifted their eyes from their desks!* (page 158). This does indeed seem beyond belief with children who are allowed their natural keenness. Does it not occur to Mr. Holmes that this class of achievement is precisely on a par with that mentioned above, and that those who seek "What might be" may well cite this as being just what they would wish to avoid? Compare also his own remarks on page 175.

Then again he praises Egeria (still in the lovely country with her handful of children) for coming to school at 8.45 or earlier. But I know that most of the hard-worked town teachers do this, and not only meet and talk with their children at school, but often walk with some of them from home to school. Every day during many months I saw two poorly clad little girls waiting at St. Pancras Station to escort to school a teacher who came by a train that was due before 8.30, and very charming it was to see how affectionate was the daily greeting between teacher and taught. This, let me remind Mr. Holmes, is only one concrete example of "What is."

Many of the special virtues claimed for Egeria's school exist also in other elementary schools. It is not so very uncommon for elementary-school children to write real letters to real people (instead of sham ones) in school hours. In numberless cases the older girls (and boys) look after the welfare of the little ones. Many elementary schools, working under very difficult conditions, aim at making the less crowded higher classes self-governing. Shopping as a means of rousing interest in arithmetic (and incidentally in housecraft too) is quite common in London schools. The "damming back of the child's energies" is almost entirely the result of the

teaching of children in numbers so great that the child questioner must be repressed.

Mr. Holmes does, indeed (on page 196, and perhaps elsewhere), draw attention to the devotion of some teachers in the lowest quarters of large towns, giving special praise to the Roman Catholic schools. I, too, have known sweet and womanly Roman Catholic sisters who come up to his description. Yet, if he is right in his diagnosis of the causes of the evils, how does it happen that a religion which certainly exacts mechanical obedience to authority can produce such flowers as these? That is one of the contradictions which Mr. Holmes has to face. That blind obedience to authority leads in the long run to anarchy is only too true. But, I repeat, the cause is not the creed of Western Christendom, but monstrous classes.

Dare I breathe that a second great cause of evil, not dealt with by Mr. Holmes, is the giving of free education with one hand and the taking away of parental responsibility with the other? At this conclusion I have arrived after years of close observation of schools and children and their surroundings. How we are to get out of the slough in which we now welter I know not. By no means unique, or altogether without logic of a sort, is the state of mind of that parent who, after her child had been taught, and fed, and medically inspected, and treated at the school clinic, wrote and demanded that she should also be washed at the school, "as me and the other ratepayers pays for the basins"! Times without number I have seen mothers spending their mornings in the public-house while in the school next door the teachers were slaving for their children, educating them at the State's expense. If the home is bad, what chance has the school? If the mother is demoralized by our very effort to help the child, will not the home in turn demoralize the child? Every one knows that the poor, struggling, respectable mother who keeps her child clean, and if possible whole, is not the one who receives the most help. Incurable mothers and fathers should be forced to work to help to maintain their children.

We dare not let the children suffer. The State is waking up to the fact that it cannot in fairness make a demand on the child's brain if the body that nourishes that brain is ailing, or underfed, or underclad. The demand, "You shall come to the State school and learn," cannot logically or fairly be made without some regard to the child's physical fitness to learn. But should not our aim rather be to provide decent homes and steady work at fair wages for all; to give fewer licences to public-houses, to encourage the creation of respectable coffee-houses and poor men's clubs; to give the child a home that will not be a standing contradiction to the efforts of the school, and to make all parents responsible for their children? We have to think of the moment when the child leaves the school, when the State suddenly ceases its direct control, the moment when the home becomes paramount for evil or for good.

These are problems that are baffling the ablest brains all over the world. Yet every one of them must be met before the questions raised by Mr. Holmes's book can be fully answered. But it is pleasant to think that even now there are many Egerias who, amid difficulties more disheartening than those of the clever lady whom Mr. Holmes cites, have nevertheless succeeded in making the slums around them into gardens of Allah where many child-flowers grow.

COLONIAL AND FOREIGN NOTES.

GERMANY.

By a recent ministerial decree, the duration of a lesson, or "hour" (*Stunde*) has been fixed at 45 minutes for all the higher schools of Prussia. The total length of the intervals (*Pausen*) is to be as 1,000 to there must be, on an average, an interval of ten minutes to every lesson, so that for five lessons 50 minutes of interval must be allowed. But the intervals are not to be all of the same length.

The
Short Hour.

whilst there must be a break after each lesson, a longer break is to follow every two lessons. The short hour (*Kurzstunde*) of 45 minutes is to be given, without any deductions, to teaching. The teacher must make entries in the class-book, and do whatever can be done without the participation of the class, at some other time. When circumstances render it desirable, the normal six lessons of the day may all be arranged for the forenoon. This will take place upon the proposal of the teachers, without special ministerial sanction; but only if it may be assumed that the majority of the parents concerned are not likely to raise any objection.

The *Hochschul-Nachrichten* is raising its voice against *Schnellzug- und Ehren-Promotionen*, that is to say, against the creating of doctors at an express rate, and *honoris causa*. At a small University

Doctors
again.

like Rostock the fees payable by Doctors of Law at graduation yield a sum of £200 for each ordinary professor (*Ordinarius*) in the Faculty of Law; at Heidelberg the amount is about £525. Heidelberg has long been known for the easy grace with which she bestows the doctor's hat. In a recent year, out of 222 doctors 155 had never matriculated as students of the University. The daily press has just been reporting her liberality in the year 1910 11, when no less than 392 doctor's hats were bestowed, 213 in the Faculty of Law, 89 in Philosophy, 63 in Medicine, and 27 in Natural Science and Mathematics. The technical *Hochschulen* seem to be producing honorary doctors on a liberal scale.

Austrian papers, says *Hochschul-Nachrichten*, relate that the German Emperor has expressed himself opposed to superfluous *Promotionen*, at least so far as he himself is concerned, and has declined further

The Kaiser as
Doctor.

honours of the sort. The news is not yet confirmed from German sources. His Majesty is in Law a Doctor of the Universities of Oxford, Berlin, and Pennsylvania; in Medicine he is a Doctor of Prag; in Mathematics and Natural Science, a Doctor of Klausenburg. The Universities of Prag and Klausenburg were anxious to send deputations to Berlin (with esquire bedels in historic dress, and so forth) in order to place the insignia on the royal person. The Emperor's good taste thwarted the scheme, and the *testamurs*, at his bidding, were forwarded to Berlin through diplomatic channels. It is believed that the hint will prevent any addition to his academic distinctions for some time to come.

At Breslau, when January was beginning, died Felix Dahn, a teacher in several forms, and so well known to teachers throughout the world that to many it will seem as if an intimate friend were lost. His

Death of
Felix Dahn.

influence abroad was due to the fact that he was the most German of Germans, it being an established principle that the culture which is most inspiring is that which is most unlike our own. Rare among Germans—and, indeed, among men generally—was the versatility with which his genius expressed itself. By vocation he was a jurist, Professor at Breslau of Law, Constitutional Law, and the Philosophy of Law. A little book which he wrote in 1870, "Das Kriegerrecht" (The Law of War), giving the proceeds for the relief of the German wounded, became a popular manual and was translated into French. As a historian he was the author of the standard "Urgeschichte der germanischen und romanischen Völker," of a preliminary study of "Procopius von Casarea," and of that vast collection of materials, "Die Könige der Germanen." His historical studies inspired him to romance and to story-telling. In "Ein Kampf um Rom" he related the fall of the Ostrogothic kingdom in Italy; but more successful were his stories, "Odins Trost," "Felicitas," "Bissula," and that little pearl of prose-poetry, "Sind Gotter?" Moreover, he was a dramatist and a lyric poet. From a selection of his poems that he himself made in 1900 we venture to quote, as embodying his creed, the close of one called "Mein Evangelium":

"Und wer an Schönheit heilig glaubt,
Dem ruht nicht Furcht, nicht Lust das Haupt;
Unschönes hat an ihm kein Teil
Und er gewann das höchste Heil:
Er lebt in selb'ger Harmonie,
In Glanz und Duft und Poesie."

HUNGARY.

The Minister of Public Instruction has laid before the legislative bodies a Bill relating to the foundation of Universities at Pressburg and Debreczin. At Pressburg there will be Faculties of Law, Medicine, and Mathematics and Natural Science; at Debreczin Faculties of Theology (Reformed Church), Law, and Philosophy and Philology. In addition to contributions made by the two towns, an annual sum of two million *Kronen* is to be allocated in the Budget for ten years to support the new academies.

New
Universities.

FRANCE.

The Ministry has communicated to the journals official statistics showing the population of public secondary schools on November 5. The schools of all kinds show growth, the total increase on the previous year for *lycées*, *collèges*, and secondary courses, boys and girls taken together, being 1,571. *Lycées* for boys have increased by 576; *collèges* for boys, by 145; *lycées*, *collèges*, and secondary courses for girls, by 850. It is noteworthy that this year, as in every year since 1905, the classes in which Latin is taught have gained upon the Latinless.

An interesting circular has been issued with regard to the teaching of singing in *lycées* and *collèges*. We summarize it briefly. Choral singing, when it is the disciplined expression of generous sentiments, may be a very valuable auxiliary of other forms of instruction. That is why Victor Duruy laid down in 1865 that courses of vocal music should be obligatory up to *Quatrième*, optional in higher classes. The programs of 1902 kept singing as obligatory up to *Sixième*. Moreover, schools should be able to give brightness and élan to social gatherings by the rendering of choral songs. For these reasons the Minister (it is M. Steeg who signs) desires that every boys' school and every girls' school should have its choral society, forming a bond of union among the members, and giving a voice, a "soul," to the community. No new claim upon the timetable is implied: the singing may be included in the ordinary exercises of the class. The teacher will address himself to all his pupils—day and boarders: such of them as have no sense of music *he will reduce to silence*, making them mere auditors. As to method, the two great underlying principles are those formulated by the Musical Commission of 1881: (i) Never begin with theoretic notions and abstract definitions; address yourself to the instinct of imitation. (ii) Place theory after practice, by steps parallel to the exercises, and simplify it as much as possible. Recommended are popular songs in which music and words are combined in a form appropriate for the young, selections from a Béranger, a P. Dupont, or a Désaugier, and the simplest songs of the French Revolution (Catel, Méhul, Rouget de Lisle, &c.).

UNITED STATES.

The New York women teachers won the battle of "equal pay for equal work," and Grace Strachan, leader in the fight, is the heroine of the day. But it is of other things that we would write now. In any educational system primary education is of perhaps the highest importance. Its quality depends on the manner in which time is allotted, and the use made of the allotted time. Boston has been looking into its educational efficiency, and publishes a table to show how, in the elementary schools, time is distributed among the various subjects of instruction:—

	GRADES.								Total Minutes per Week.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	
Arithmetic	25	210	...	210	...	270	...	230	1,635
Drawing	100	95	...	90	...	90	...	90	735
Elementary Science	30	30	...	30	...	45	...	45	330
Geography	—	—	...	150	...	150	...	150	690
History	—	—	...	30	...	30	...	120	450
Manual Training or Household Science	—	30	...	30	...	120	...	120	660
Music	60	60	...	60	...	60	...	60	480
Opening Exercises	60	60	...	60	...	30	...	30	330
Physical Training	60	90	...	80	...	80	...	80	640
Physiology and Hygiene	—	—	...	30	...	30	...	60	240
Intervals	200	200	...	200	...	100	...	100	1,100
Reading and Literature	735	480	...	455	...	190	...	165	2,560
Spoken and Written English	230	245	...	245	...	305	...	285	2,150
Totals	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	12,000

President Butler's Report (for 1911) on Columbia University is good to read. "No other University in the world," he tells us, "is just like it in scope, in organization, or in aspirations." It has come to have more points of likeness to the Universities of Paris and Berlin than to any American institutions of learning. Its task is to set the standard of performance for higher education in the American democracy. That it will prove equal to that task we have no doubt; especially as the munificence of American citizens frees it from sordid cares. The grand total of gifts in money alone made

to the several corporations included in the University for each of the ten years last past is as follows:—

1901-2	...	1,082,581	dollars
1902-3	...	1,721,895	"
1903-4	...	1,783,138	"
1904-5	...	1,960,247	"
1905-6	...	1,299,909	"
1906-7	...	1,360,590	"
1907-8	...	1,077,933	"
1908-9	...	974,637	"
1909-10	...	2,357,979	"
1910-11	...	2,932,655	"
		16,551,568	"

We print the table to stimulate the liberality of the rich in England towards our English academies.

NEW ZEALAND.

We may sum up the Report (for 1910) just received in a homely fashion: John Bull's favourite daughter is caring for her children well. To deal first with primary education, the number of public schools open at the end of 1910 was 2,096, as against 2,057 for the year 1909, an increase of 39. The average attendance was 2.2 per cent. higher than in the previous year. It is interesting to observe that 25 per cent. of the children were more than twelve years of age. For every 100 boys on the roll there were only 91 girls; for in New Zealand, as in England, there are parents who do not understand that education is as necessary for the girl as for the boy. Of private schools 131 placed themselves under State inspection. Grants are made to the Local Education Boards to help them with the conveyance of children to school, and, for the lower standards, free school books are supplied. In the year 1910 the average salary of the teachers (pupil-teachers included), was £134. 8s. 8d., or £2 higher than in the preceding year; every head teacher is provided, in addition, with a house or with an allowance for rent. The proportion of certificated teachers is increasing. The training colleges in the four chief centres of population were in full working order during the year, all having approximately their full complement of students.

Secondary education is given in four groups of schools: secondary schools, district high schools, day technical schools, and Maori secondary schools, the total number of pupils in them (which in 1909 was 8,203) being 8,988. Now the population of New Zealand, according to the 1911 census, was 1,058,033, so that the proportion of persons receiving some form of day secondary instruction during the year 1910 was 85 per 10,000 of the population. In 1906 the corresponding proportion was 72.7 per 10,000; thus there has been a steady development of secondary education during the past four years.

We may compare New Zealand with other countries. The following figures, so far as can be gathered from the reports, represent the position for the year 1909-10:—

United States	...	95.8	per 10,000
New Zealand	...	85.0	" 10,000
England and Wales	...	55.2	" 10,000
Scotland	...	42.4	" 10,000

As to higher education, the University of New Zealand is an examining, not a teaching, body. Each of the four University

Colleges affiliated to it specializes in certain directions, and, to further this purpose, Government makes to each an annual grant of £2,000. Otago University has attached to it Medical and Dental Schools and a School of Mining and Metallurgical Engineering; Canterbury College has a School of Engineering (mechanical, electrical, and civil); Auckland University College has a School of Mining and Metallurgical Engineering and a School of Commerce; while the grant to Victoria College is intended to enable it to specialize in Law and Science.

Special institutions are provided for the deaf, the blind, and the feeble-minded; and, in certain cases, children are placed under the guardianship of the State.

Some noteworthy Details.

The number of Maori children is not diminishing, but rather increasing, there being 8,963 in primary schools, whilst 378 boys and girls were, in 1910, cared for in higher boarding schools. Of the latter number, 51 boys and 83 girls held free places provided by the Education Department. These facts may be instructive to those who believe that the British Empire, as it spreads, exterminates the natives with the gin-bottle. We regret to see that some of the hospitals obstruct, or refuse to assist, the training of Maori girls as nurses. Looking at the whole state of education in New Zealand, we find that the main difficulty there, as elsewhere, is to keep the pupils in the secondary schools for an adequate time. At present the average time is 2.56 years. Upon the cause of the difficulty we quote from the Report:—"Except in the comparatively few cases where it is the intention of the parent to send the pupil on to the University, the parent is naturally inclined to begrudge the years spent by his child in learning mathematics and foreign languages, and to consider that he is better qualifying himself for the business of life if he is placed immediately after leaving school in some employment, and perhaps sent to evening classes at a technical school. In the past there has no doubt been some ground for this belief, but the present movement towards making the work of the secondary schools more vocational in character will tend to overcome an objection which has hitherto been well founded."

VICTORIA.

With the beginning of this year considerable changes are being introduced into the educational system of Victoria. The Education Act of 1910 laid down that national education must be developed as a whole the parts being all aptly co-ordinated. The elementary school, as the basis of the system, is the first to be remodelled, and a general scheme for its governance has been drafted by the Education Department and submitted to a conference of inspectors and teachers. Under this scheme the old method of classification is abolished, and courses are to be introduced corresponding to the years of elementary-school tuition. Compulsory attendance is required on the part of children between the ages of six and fourteen. Children under six are in the kindergarten, but the eight years proper of a child's school life will be divided into periods of two years each, the two years representing a course. The classes under the new arrangements will be grouped into divisions or departments, and these will be placed under the supervision of junior teachers—an innovation that will involve an important reorganization so far as the teaching staff is concerned.

REVIEWS AND MINOR NOTICES.

The Cambridge Medieval History. Planned by Prof. BURY and edited by Prof. GWATKIN and Mr. J. P. WHITNEY. Vol. I. (20s. net. Cambridge University Press.)

This History will doubtless be indispensable for some time to serious students of the Middle Ages; and we hope that it will have a wide currency among general readers also. In many places, it is true, the builders must necessarily suffer from a lack of solid foundations; considerable tracts of medieval history have scarcely been touched by objective scientific research, and are still given over to controversialists or apologists; but many scattered rays of light have been cast even in such places, and a book of this kind is admirably calculated to focus or co-ordinate such scattered beams. On the other hand, although the editors have been able to profit by the experience of "The Cambridge Modern History" and "History of English Literature," certain defects seem in-

separable from any co-operative history of this kind; nor can it safely be asserted that the different contributors to this "Medieval History" repeat each other, or contradict each other, less frequently than their colleagues of the sister compilations. One matter, however, in which the editors could easily improve, not only upon their predecessors, but upon this volume, is that of the index. With all strictly proper names we seem to be safe; but technical terms of primary importance, even when italicized, are not registered; nor does the index enable us to take a bird's-eye view even of the most important subjects. Yet the successive stages of army organization, at least, would seem worthy of separate registration; so, also, with such subjects as education, slavery or serfdom, and a dozen more which might be mentioned. By the present system, we search in vain for what Prof. Lethaby may have to say about glass work in his admirable chapter upon Art; only, as we turn the pages for something else, our eye falls by chance upon "Slade Collection, Glass in, 606 seq." We are the bolder to press this point because the remedy is so easy, and would go so far to correct that tendency to incoherence which is an essential disadvantage of collective historiography. Any system which would enable the student to trace chronologically the main currents of civilization from beginning to end of these eight volumes would very much increase the value of the book.

Another even more necessary question is that of foot-notes, the absence of which was very much deplored by readers of "The Cambridge Modern History." Not only that the writers are often compelled to tread upon debatable ground—and these controversial points will come more and more into prominence as the History advances to the later Middle Ages—but in many other ways this practice of quoting without reference is most tantalizing to any reader of ordinary inquisitiveness. Dr. Lindsay, for instance, writes (page 93): "we find men and women in the beginning of the sixteenth century enrolling themselves in several religious associations of different kinds (witness Dr. Pfeffinger, a member of thirty-two religious confraternities)," &c. But how shall Dr. Pfeffinger witness, of whom we have never heard? and how can we hear of him without a teacher who will vouchsafe us some reference? Our biographical dictionary knows him not, nor does the first volume of Janssen's "Geschichte des Deutschen Volkes beim Ausgang des Mittelalters," which we thought ourselves fortunate to have at hand; for lack of just six timely words at the bottom of Dr. Lindsay's page, this Dr. Pfeffinger is still, and may ever remain, a mere Mrs. Harris witness to us, gladly as we would have made the acquaintance of so interesting a figure. Mr. Stewart, again, tells us on page 571 how "even the Fathers are deeply tinged with it [the classical rhetorical training], and Jerome himself admits that one must always distinguish in their writings between what is said for the sake of argument (*διαλεκτικῶς*) and what is said as truth." A most interesting statement to us, and to our neighbour, perhaps, most disputable; he will argue that, however correctly Jerome may be quoted here, much must depend upon the context; and we, of course, admit his argument. But Mr. Stewart gives us no hint of the context; so our neighbour and we must still remain at variance until we have read through the five folio tomes of Jerome, or as many of them as may be necessary to verify this crucial quotation. Scientific history cannot thus be written; and we could wish that not only three or four of the contributors to this volume, but every one of them, had broken loose on this point from editorial control, and furnished their contributions with the ordinary helps to a serious reader. Even in a work of this size, no scholar can count upon writing so accurately or so exhaustively but that many readers will wish to follow the subject more fully, along lines which he can have only indicated.

The articles dealing with chapters of Kulturgeschichte seem to us more interesting, on the whole, than those on the political history of the period. These latter suffer inevitably by comparison with Gibbon's narrative; few of the writers succeed in attaining the just proportion which governs Mr. Barker's chapter, for instance; and even in Mr. Barker's

chapter the facts seem overcrowded here and there. The ninth chapter ("Teutonic Migrations," by Dr. M. Manitius) is German in the worst sense, one weltering chaos of detail. Dr. Peisker's, on the contrary ("The Asiatic Background"), is full of life and admirably proportioned; but it has evidently suffered badly at the translator's hands. There are many sentences which the editors ought not to have passed—e.g. on page 334, the ten lines following "Hence a homogeneous," &c., cannot be grasped without constantly retracing one's steps; from beginning to end the article is obscure because the translator has not taken the trouble to break up sentences which were evidently intelligible enough in German, where the inflections keep us constantly in the right track. Here and there are actual blunders; "from the middle," on page 355, evidently misrepresents a German *aus*, which in that context should have been translated *of*. Again, on page 337, we read: "They get terribly thin; indeed, sheep, camels, and oxen perish when the snow falls deep, and the horses in scraping for fodder trample down the plants and make them uneatable; or when ice forms and shuts out sustenance entirely." Moreover, even the original English contributions sometimes leave much to be desired in the matter of style. Towards the end of page 92 is an *it* which we can trace to its antecedent only by climbing back five lines, over the bodies of a dozen intervening nouns and pronouns. At the top of page 94 two *its* in one short sentence refer to widely different nouns. On page 115 comes the following amorphous sentence: "They had high hopes of a pagan reaction under Maximus, who had defeated and slain Gratian; under the short-lived Emperor Eugenius, who promised, on his leaving Milan to meet Theodosius in battle, that, on his return, he would stable his horses in Christian basilicas." The volume, as a whole, does not bear out the ancient tradition that a classical training forms the best English style; Prof. Dumoulin's and Dr. Pfister's contributions, even in translations, read far more easily than some of the home-made articles. Yet, sadly as the style falls below the scholarship in too many parts, we can honestly repeat that the general reader may find almost as much reason as the scholar to welcome this solid and laborious compilation.

Treatise on Practical Light. By REGINALD S. CLAY.
(10s. 6d. net. Macmillan.)

Within the last twenty years the art of the optician has made enormous progress, and the microscope and the camera have affected numerous departments of industry. Obvious as are their applications in journalistic enterprise and in the ubiquitous cinematograph, these superficial achievements are far outweighed by the more solid gain in the well-being of the community which has been made possible by the advance in practical optics. In this advance Germany has led the way; and at the present time the sale of Continental lenses in this country represents a very large sum and is increasing. Also it must be admitted that the products of Zeiss and Leitz have won their way by sheer merit. Unfortunately for this country, the neglect to train foremen and managers of scientific works has been most pronounced in the optical trades, and few qualified teachers exist. In our schools and Universities the courses of optics are either sterile or else deal with the fascinating, but comparatively non-practical, questions of interference, anomalous dispersion, &c. Of the practical problems in optics which have to be faced by manufacturers, the ignorance of many physicists is abysmal. Those who desire to see technical instruction raised to a higher degree of efficiency in this country must welcome the appearance of Dr. Clay's book.

There are about four hundred practical exercises in the book, and quite 90 per cent. are really well worth performing. They are so devised as to show the reasons for the construction actually adopted for instruments of first-rate performance, and the attention paid to aberrations and right insistence on the importance of stops are noteworthy features. The apparatus is selected with judicious economy, home-made appliances are used where advisable and not otherwise; thanks to the author's experience as a teacher, he has been

able to cover a remarkable range of work with comparatively little outlay. The treatise will be of great service in colleges and technical institutes.

We wish, however, to call the attention of science masters in schools to the virtues of "Practical Light." Boys are much interested in the working of the camera, the optical lantern, the telescope, and the microscope. The usual intermediate science courses are remarkable for the unanimity with which they stop short of practical utility, yet there is no demand made in this book upon the student's mathematical knowledge which is beyond the range of a sixth-form boy. The apparatus employed in the exercises exhibits the remarkable skill of the author in inventing economical, yet efficient, methods of measurement. There is naturally very much more in this treatise than can be wisely attempted in school; but every teacher of physics will find valuable suggestions, especially with regard to the principles of construction and the practical testing of optical instruments, and it is to be hoped that several of the exercises will find their way into the physical laboratory courses of public and secondary schools.

The following points might receive further consideration when a second edition is undertaken. In the first place, it is not wise to begin with pin methods. Beams of light are far more instructive, and give an actuality which the pencil lines lack. Accordingly beams of light should be used at the very beginning, both in the lecture room and in the laboratory. Pin methods should merely supplement this work; they may be used for home lessons and they are convenient and inexpensive. On account of the latter qualities pin methods usually receive more time than they are worth: they are pedagogically feeble, the teacher is apt to suppose that the boys see as much in them as he does; but our experience has been that boys learn more from an hour with actual rays of light than in six hours with pins.

Again, why should Gaussian methods be postponed until page 175? T. P. Nunn has shown how the determination of Gauss points can be made heuristically by a class of young boys with no previous knowledge of optics. It is an open question whether it is not sheer waste of time to treat lenses on any other system than that of Gauss. The practical directions throughout the book are usually excellent; but we think more instruction should be given on the careful use of the microscope, and the directions for this and for obtaining a critical image should be introduced fairly early. In testing objectives it is essential that tube length should receive attention—in fact, the author would do well to consult a microscopist with regard to this topic. Personally, we much prefer the modern wedge form of the Abbé test plate to the older one described on page 381, and it is strange that no textbook mentions this improvement which Messrs. Zeiss introduced at least two years ago. In examining the rings and brushes produced by interference of polarized light, it should be pointed out that a wide aperture in the objective and condenser enables a thin slice of crystal to be used. The crystals of ordinary rock sections will not show many rings with the half-inch recommended for this purpose on page 477. The idea of resolving power is so important that more direct exercises on its determination should be introduced. We have found that a sheet of white paper sliding over a black surface on the table gave more accurate results with low powers than did the Cheshire apertometer, the microscope standing vertically on the black surface. There is a misprint in the formula on page 489.

To sum up, we have never seen a book so calculated to help a keen teacher of physics.

The Greek Commonwealth. By A. E. ZIMMERN.
(8s. 6d. net. Clarendon Press.)

It is a good book. Reflecting on the manner in which Mr. Zimmern has written it, we look backward. What scholarship meant for Porson and Dobree at Cambridge, for Elmsley at Oxford, all know well; for Blaydes kept their tradition alive. It was an arid business, arid as those "Graecae grammaticae rudimenta" of C. Wordsworth (Heaven may forgive

him, we never can!) on which those of us who went to school five and forty years ago were nourished. But already then a revolution had begun; Conington and Sellar, born in the same year, had revealed the Muses in a new light, and what had been a study of texts was becoming a study in literature. Then Jebb arose. At first it was the custom to laugh at "that sevenfold, spearproof target!" and so forth: but he triumphed, and long before his death the literary school of classical instruction was firmly established in England. Last of all came the stage of what the French call *vulgarisation*; we cast Plato before duchesses, and spoon-fed the British working man with Homer and Virgil. A changed type of book was now required, and its style had to be such as to win access for its substance to the lay, untrained mind.

It is in this style that Mr. Zimmern, once Fellow and Tutor of New College, at present Lecturer in the London School of Economics, has written. There breathes from his pages a certain air of "University Extension." Pray observe that we do not say the air is offensive; a book dedicated "To the two St. Mary Winton Colleges" will hardly be an example of vulgarization in the English sense, and pleasing vivacity is here joined with something of true eloquence. Yet there is in the parading some note of an address to a popular as well as to a learned audience. Would Mr. Zimmern have talked at Oxford about a "hallowing ægis"? Here again is a form of teaching which we dislike: "The plays of Euripides . . . were as deep as Ibsen and as delicate as Galsworthy." Granting that the known can be taught only through the unknown, we have a vague feeling that the parallel is inapt, and we resent it. The author might have gone on to add that Sophocles was really as intelligent as Mr. G. B. Shaw, although Mr. Shaw could not easily be induced to think so. Such illustrations look to the gallery for applause. On the other hand, the fact that the general reader is regarded no less than the student results, if we strike a balance, in a gain: there is a width of view in this work rare in classical handbooks; and the notes, covered by one reference at the end of the paragraph, do not disturb us by any insistence of appeal.

From the manner we turn to the matter. The book was begotten of a wish to realize what fifth-century Athens as a State was actually like; and Mr. Zimmern, to get such a picture as will content him, studies the geographical, political, and economic conditions of Greece. The facts that he uses as his colours are to be learned elsewhere. It has been remarked that we know more of early Greece than did the Athenians of the age of Demosthenes. Brandis's article on the *ἐκκλησία* in Pauly-Wissowa would have made Bentley stare. Has our writer, who states his facts accurately, such a mastery of them that, selecting the fit, rejecting the unfit, he can really make a convincing picture? We cannot answer the question with an unqualified affirmative. To us, at least, it seems that a superabundance of detail somewhat obscures the general effect. But the book can be read with unflagging interest, and the fullness of its (indexed) contents adds to the value of it for reference, if it diminishes its artistic merit. To whet the appetites of our readers we extract for them a scrap of folklore. "If ever you come into a place where fleas abound, cry *ὦχ, ὦχ* (*ōx, ōx*), and they will not touch you." As to Mr. Zimmern's opinions, they seem to be of the sort called liberal, and they are not always beyond the shafts of criticism. Thus he tells us that international law will some day abolish war. We may cherish the pious hope without forgetting that up to the present time war has held its own against the international lawyers. It demolished the Athenian Commonwealth, which it had built up by training the citizens in manhood, as it has demolished many other commonwealths; and, if Mr. H. G. Wells were to organize a nice little State of his own under the protection of the Hague Tribunal, there is no guarantee that some new Napoleon would not presently blow State and Tribunal away with a careless puff of his *pens*. In a better strain is this: "Art, literature, philosophy, and all other great products of a nation's genius, are no mere delicate growths of a sequestered hothouse culture; they must be sturdily rooted, and find continual nourishment, in

the broad common soil of national life. That, if we are looking for lessons, is one we might learn from ancient Greece." We can indeed still learn much from Hellas. Mr. Zimmern's book will be of high value to those who are minded to seek her gracious teaching, and it should meet with a hearty welcome both in scholastic and in public libraries.

William Pitt and National Revival. By J. HOLLAND ROSE. (Pp. xii, 655. 16s. net. G. Bell.)

Equability and common sense may have as great an attraction for the curious as the most restless genius; and we do not wonder that Dr. Rose has turned from Napoleon to Pitt. The character of Pitt was very profound, but it possessed the profundity of clear, deep water, unconscious of its mysteries. By virtue of his training, his traditions, even his reading, he was a servant of the State. He was never terrified by responsibility; he seems always to have felt equal to every task, and when the work was done, and the decision made, he turned quietly to his friends or his books. In his private life he was the same. Most people can think of some one in the number of their friends who is obviously cleverer than anybody else in his company; mental difficulties hardly trouble him; in some ways he has never grown old, but is still the boy, shy without vanity, thoughtless enough to cause pain, yet never wilful, magnificently proud because never broken; ambitious without the ambition which destroys. Such was Pitt; and, when these qualities are united in a supremely great and simple-minded man, they are the most impressive and moving in the world.

Dr. Rose has not attempted to write a memoir of Pitt; and he has acted wisely. He is not the master of a delicate and subtle style, and his friendly hammerings at Pitt's unresponsive soul might easily become wearisome. But he has done even better: he has written a very full, well informed, and able history of Pitt, so that the reader can live for a time in the great man's presence and meditate without an interpreter. If the reader does not desire meditation, and is not impressed by the wonderful ease and sureness with which the young Minister moves from reform to reform, succeeding here, giving up there, he may find in Dr. Rose the best guide to the history of England in the last part of the eighteenth century.

Among the important passages in the book are the refutation of Morgan's charge that Pitt used and spoiled Dr. Price's financial proposals without acknowledgment (pages 190-1), the excellent chapter on Pitt's Indian policy, the appreciation of Joseph Ewart as a diplomatist (page 313)—which calls to mind the late S. R. Gardiner's rehabilitation of Digby—and the admirable analysis of the causes to which the Anglo-French treaty finally owed its success (pages 344 *seqq.*). Dr. Rose brings to light several new points of interest, such as William Pulteney's letter on arbitration and the importance of an Anglo-French alliance (page 340) and the opinion of Place that the union between Fox and North dealt a death-blow to the London Society for promoting Constitutional Information, "the last expiring effort of which was to publish a volume of political tracts in the year 1784. Not until the year 1791 was this useful society revived, and then owing to the impulses set in motion by French democracy" (page 206).

Dr. Rose's interests lie largely in diplomatic detail, and students of foreign policy both here and on the Continent will have to reckon with his book. This preoccupation, however, is not only apt to lead him into extravagances—for example, he seems to us to take the Franco-Dutch negotiations in 1785 too seriously (page 318)—it tends to the over-emphasis of certain aspects of our political history which are already given more than their due share of attention. There is a good deal about public opinion in this book, but it is not here that we can realize in what a very small world Pitt and his colleagues really moved, and how poor and limited a thing public opinion was at the end of the eighteenth century. Most of the criticism levelled against Pitt to-day on the ground of his indifference to grave evils in the body politic is beside the mark, but by no means because the evils were non-existent or passed unnoticed by prophetic observers.

This volume is not quite free from misprints—e.g. "began" for "began" (page 248), 1772 for 1773 (page 50, line 3); but the most serious blemish is the occasional lapse in style. Dr. Rose is master of a capable jog-trot manner, which is not unpleasant, and it is rarely that his reader does not regret his occasional attempts to force the pace.

Nuts and Chestnuts. By the Hon. L. A. TOLLEMACHE.
(2s. 6d. net. Edward Arnold.)

"Ab ovo usque ad mala": the dessert generally comes at the end of the feast, but here the natural order is reversed. Mr. Tollemache, *spargit nuces*, gives us his nuts and chestnuts in the first ten pages, and the rest of the volume is a supplement or appendix to "Old and Odd Memories," character sketches of Goldwin Smith, Francis Newman, Lecky, and Francis Galton. We must not omit to mention a brilliant imitation of Bacon, the Essay on Scepticism, which first appeared in this journal.

We start with "A Tale of my Grandfather," an anecdote in the proper sense of the word, as it was suppressed in the "Memories" out of regard for the feelings of an uncle then alive. Admiral Tollemache, provoked by the sauciness of his sister-in-law, Lady Emily Stratford, a girl of sixteen or upward, threatened that if she repeated the offence he would spank her, and he was as good as his word. Such is the bald, bare narrative; but in Mr. Tollemache's hands it gains all the pomp and circumstance of "The Rape of the Lock." He cross-examines the witnesses and weighs the evidence with the naive good faith of a Herodotus recounting one of the marvels of Egypt, adduces historical parallels, and shows throughout the true art of the humorist, to make his hearers laugh while looking himself as solemn as a judge.

We have lingered too long on the threshold and must resist the reviewer's temptation to lay hands on the nuts so liberally scattered. Of the character sketches, the longest, and to us far the most interesting, is Sir Francis Galton. Goldwin Smith and Lecky were "nothing if not political," and an account of them which ignores Imperialism and Home Rule is "Hamlet" without the Prince. Galton, like his Boswell, eschewed politics, and, like him, was profoundly interested in social and sociological problems. We can best describe Mr. Tollemache's portraiture by contrasting it with that of another popular artist who has just published in book form his "Leaves of an Old Tree." Mr. A. C. Benson is a rapid impressionist. From scattered hints, sometimes at one or two sittings, he forms his own idea of the subject and reproduces it in flowing outlines and bold chiaroscuro. Mr. Tollemache is more like an accomplished counsel. He puts his man into the witness box, asks a leading question, notes the answer (his memory serves him as a shorthand writer), and proceeds to turn this answer inside out, seeing how far it squares with previous utterances and whether the witness is aware of the logical consequences to which it leads and is prepared to accept them. The man stands revealed to us as it were by flashes of limelight, but it is a cinematograph rather than a portrait, and often the showman's comments are of more value than the show itself. May we suggest for the new volume a classical motto?—"Castaneaeque nuces et pressi copia lactis."

Nuts and chestnuts by the score,
And of clotted cream rich store.

The Teacher and the School. By CHAUNCEY P. COLGROVE,
of the Iowa State Teachers College. (4s. 6d. net. Fisher Unwin.)

A curious volume this, combining what was best in the old school management manuals with what is freshest in the newer American treatises on the Principles of Education. It is evidently meant for students at ordinary Normal Schools, or junior students at Universities. Its specially transatlantic character will rather interfere with its usefulness on this side, though it must be admitted that English writers are well represented among the authors whom Dr. Colgrove quotes and to whom he refers his students for further reading. Barnett and Raymont and Landon figure quite prominently in

the very useful lists that appear at the end of each of the chapters for the student's guidance. Further, it must be admitted that in a subject like this there is quite a large section of the work that must be common to teachers of all nationalities and working under all manner of different conditions. But almost all the illustrations are drawn from American schools, and a good many of the points raised—for example, all those connected with the American common school—have only an academic or historical interest for English readers. The book should be in every training college library, in order that the better students may have a chance of getting at the American point of view. Nowhere can they get it more thoroughly than here.

The book falls into five parts: (1) the Making of a Teacher; (2) the Teacher as Organizer; (3) the Teacher as Instructor; (4) the Teacher as Trainer; (5) the Teacher as Ruler and Manager. The treatment is eminently practical. The author does not confine himself to laying down general principles, though he does this extremely well. He gives very definite and detailed instructions how to act under certain circumstances. So pointed are his instructions that some of our very practical teachers may be inclined to praise them by calling them "tips," but it would be unfair to the book to accept the somewhat slangy term; for the useful suggestions have no lack of dignity about them. The advice regarding the first day in school is particularly valuable. We notice with satisfaction that among the books recommended for further reading occur both "Jean Mitchell's School" and "The Evolution of Dodd," books little known on this side of the Atlantic, but properly valued on the other as useful artistic presentations of certain aspects of American educational work. In at least one American college every young teacher has to read these books at some time or other during the course. With regard to the more theoretical side there is included perhaps more than even 392 pages can well bear. Almost all the controversial points are, at least, touched upon, so that the teacher who uses this as a text-book will find materials for extended explanations. Dr. Colgrove is very skilful in his allocation of space to the different subjects, the amount given to each being in direct ratio to its practical importance. For example, a relatively large space is devoted to that fundamentally important, but too frequently neglected, subject—the teaching of the pupil how to study.

"Board of Education, Special Reports of Educational Subjects."—
Papers on the Teaching of Mathematics in the United Kingdom. (Wyman.)

The papers dealing with the teaching of Arithmetic have already been noticed in *The Journal*. In the remaining papers, Dr. Filon, of University College, London, writes on "The Relation of Mathematics and Physics." This is an able and clear-sighted paper, quite general in treatment, but explicit and enlightening. It points out the estrangement between the "pure mathematician" and "the physicist," notwithstanding the essential nature of their mutual dependence, and it seeks to show how they might be brought again into closer connexion.

Mr. Eggar, of Eton College, in his paper on "The Teaching of Elementary Mechanics," puts in a plea for the more real and more universal teaching of mechanics in schools. Prof. Low, of the East London College, University of London, treats of "Geometry for Engineers."

Mr. Godfrey, of the Royal Naval College, Osborne, contributes a paper on "The Algebra Syllabus in Secondary Schools." The value of this paper lies in the fact that Mr. Godfrey has clear views as to his starting-point in the teaching of algebra. That is to say, he is convinced that the study of algebra must develop from natural instincts for "problem solving" and "symbolic generalization," observable at a certain stage of development in the teaching of elementary mathematics to children. He shows how these instincts may be utilized and directed, their immediate leadings, and the possible and desirable lines of development. In view of the vagueness of purpose that has marred the teaching of algebra in schools, this paper, with other recent ones that have appeared on the same subject, should dispel the aimlessness that has hitherto characterized the teaching of algebra. Mr. Godfrey makes the subject have some point for pupils from the earliest stages, and, by the discriminating casting aside of useless work, leads to definite

practical applications, thus putting an instrument of power into the hands even of beginners.

Mr. Newbold, of Tonbridge School, in "Higher Mathematics for the Classical Sixth Form," gives a brief account of an interesting experiment with some half-dozen sixth-form boys on the Classical Side who were given four hours' mathematics a week for a year. The success of this experiment constitutes a plea for retaining some mathematics on the Classical Side till a later age than is usually the custom.

Miss Bartram, Head Mistress of the St. Pancras London County Secondary School, writes on "The Correlation of Elementary Practical Geometry and Geography"; and Miss Story, Head Mistress of the Royal School, Bath, writes on "The Organization of the Teaching of Mathematics in Public Secondary Schools for Girls." This paper is statistical rather than critical, though it contains references to recent critical papers on mathematical teaching.

Mr. Hawkins, late Senior Mathematical Master at Haileybury College, in "Examinations from the School Point of View," has made a very masterly summary of facts concerning external examinations and their effect on school work. We cannot here enter into detail about his results and conclusions, but his criticisms touch on the question of the number of subjects taken in a given examination, the pass mark from the point of view of the aim of the examination, the pros and cons of special preparation, types of question, &c. The whole paper is worthy of careful study.

Laughter. By HENRI BERGSON. Authorized translation by CLOUDESLEY BRERETON and FRED ROTHWELL. (3s. 6d. net. Macmillan.)

A translation, rough-hewn by Mr. Rothwell and shaped by Mr. Brereton (such, we imagine, was the distribution of parts), to which the author himself has put the final touches, should be wellnigh perfect, and a comparison with the text confirms this *a priori* judgment. M. Bergson is to English star-gazers the comet of 1911; Mr. Mitchell has already photographed for us the nucleus ("Creative Evolution"), and now two translations, equally competent, reproduce for us the tail, or a portion of the tail. It is comic to find an essay written a dozen years ago, and already in its seventh edition, reviewed as if it were a new work, and we shall not follow the example of the *Times Literary Supplement*. We regret that the original preface is omitted. If M. Bergson had consented to bring the bibliography up to date it would have been a valuable addition. We may note a few of the insuperable difficulties that have met the translators. Chief of these is *esprit*, for which there is no single English equivalent. *Il court toujours après l'esprit* means something more than "he is always running after a joke." *Tous les arts sont sœurs*: this natural phrase, in English, sounds to French ears as grotesque as "all the arts are brothers-in-law" would to ours. Mme de Sévigné's *J'ai mal à votre poitrine* is impossible to reproduce. *Une vitre* (page 81) should be a pane of glass, not a glass window, and "each of the series develop" (page 98) is a slip.

The Antiquary's Books: Old English Libraries. By ERNEST A. SAVAGE. (7s. 6d. net. Methuen.)

This is a volume in which not only the antiquary, but the student of history, of literature, and of pedagogics will all find their account. A man may be told by his books no less than by his friends. The test is not infallible, and it used to be said of a wealthy Cambridge don that he was ready to lend you any book in his library—and a paper knife. But, when books were rare and costly, we may be confident that they were read by their owners, and there are blood-curdling curses against borrowers who do not return. Mr. Savage has cast his net wide and gathered, or told us where to find, most that is known about books from Alcuin's library at York towards the end of the eighth century down to the catalogue of the Syon Monastery Library at the beginning of the sixteenth century.

Samson Agonistes. Edited by A. J. WYATT and A. J. F. COLLINS. (2s. Clive.)

Mr. Wyatt's edition of the play has been abbreviated for school use by Mr. Collins. It gives all the aid that a sixth-form boy will require, and few teachers would be bold enough to attempt to read it with a lower form. Perhaps something more might have been said on the relation of the *Agonistes* to a Greek tragedy, and as particular as to the metre of the choruses. Milton assuredly was attempting to produce the rhythmical effect of a Greek chorus, not to write dignified prose. We wonder whether he would have approved Mr. Wyatt's translation of Aristotle's definition of tragedy.

The Essentials of Latin Syntax. By CHARLES CHRISTOPHER MILROW. (4s. Ginn.)

We mean no reflection on the Princetown instructor in classics when we say that in our eyes the chief merit of this primer of

syntax lies in the printing. Each construction is seen at a glance. Thus:—

cum, causal, since.	Since these things are so.
Subjunctive.	quæ cum ita sint.

(We omit a middle column giving references to the standard American grammars.)

Hence, by help of a full index, the pupil can instantly refer to the construction he wants. This clear gain is discounted, we will not say outweighed, by the inevitable dullness of the "cooked" examples. No one will remember sentences like "He will say that he will hear." In scholarship we find few holes to pick. "*Honore dignus*, worthy of honour," is a dangerous rendering. "May he come!" is not "a future wish." "Would they were here!" must, according to the context, be rendered *utinam adessent* or *utinam adsint*. We fail to find the regular construction of a single oblique question, *rogavi num vellet* or *velletne*.

Senior Latin Course. By A. J. F. COLLINS and A. ROBINSON. (3s. 6d. Clive.)

A grammar and exercises combined, intended for Cambridge Senior Local candidates. It starts *ab ovo*: "Masters, you are teaching the sons of Marcus," and ends with continuous passages of easy prose. These have no connexion with the previous parts, nor is any help supplied as in the parallel French course. We have noted a few errors or oversights—"imperavit me, he ordered me; *num me victo peperisti*"; *pro* is given under prepositions with accusative only, and *sub* under prepositions with ablative only; *cordi esse* is not a locative (see Roby); "*dei beati esse intelliguntur*, the gods are understood to be happy," where both Latin and English might be improved.

Senior French Course. By ERNEST WEEKLEY and C. GILLI. (3s. 6d. Clive.)

We have already commended Prof. Weekley's "Matriculation French," which forms the book-work of the "Senior French Course," as a model of clearness and simplicity. Monsieur Gilli has added exercises, French-English and English-French, and continuous passages of the standard of Cambridge Senior Locals. The sentences are as good as disjointed sentences can be, and not of the "cabbage to make an apple pie" type, and the prose compositions are of just about the right difficulty. The assistance given in the notes to the latter might have been fuller, and we should have liked references given to the syntax. The promise of a "full vocabulary to all the words" is hardly fulfilled. We may have been unlucky, but in looking out a dozen words at random we drew six blanks.

The American Historical Review for October 1911 (Macmillan) contains articles which range over a wide field. In a paper on the monument of Ancyra, W. L. Westermann considers afresh the motive for the famous statement of his career made by Augustus, and comes to the conclusion, from internal evidence, that it was designed to prepare for the succession to the principate. Albert B. White deals with the writ, or fragmentary writ, well known to the students of the Select Charters, by which King John is supposed to have summoned a mass meeting of village juries at St. Albans in 1213. Mr. White makes an important contribution to the discussion of this writ by comparing it with an entry in the annals of Waverley for 1208, but we do not think that his explanation is quite satisfactory. We are inclined to think that the writ refers only to churches on the royal domain, but the matter is too difficult for discussion here. Mary P. Clarke's article on the work of the Board of Trade and Plantations established 1696 will be valuable to students of colonial history and of the policy of Great Britain. Other articles deal with the suggestion to offer the Regency of the United States in 1786 to Prince Henry of Prussia, and with the legal questions involved in the famous Dred Scott case.

School History of England. By M. E. CARTER. (Clive.)

This History is fuller and in more detail than the author's "Groundwork of English History," and is intended for middle forms of secondary schools. The facts are well marshalled and the style is clear and unpretentious. The apparatus—table of contents with dates, genealogical tables, maps, and full index—is a commendable feature. The story has been brought down to the death of Edward VII, and the impartiality with which party politics are treated is a pleasing contrast to the Tory bias of a recent History for children. The History is mainly political. Of social movements we hear but little, and literature is wholly excluded. Whether this is a merit or a defect we must leave our readers to decide.

We are glad to receive the second edition of Mr. EDWARD ARMSTRONG'S book, *The Emperor Charles V* (2 vols., 1910, 21s. net,

Macmillan). The need for a second edition proves that the best books do occasionally find recognition, for Mr. Armstrong is perhaps the most accomplished and surefooted of those English historians who have preferred the task of popular presentment to that of original work. He has revised his book for this second edition in the light of the publications of the last ten years, of which he gives a useful summary (Vol. I, pages xxvii-xxxi).

"Home University Library."—*English Literature, Modern.*

By G. H. MAIR. (1s. net. Williams & Norgate.)

This volume carries out the aim of the series to convey in simple form to the general reader the results of modern thought. It is as impossible to date the beginning of modern literature as of modern history, and Mr. Mair, instead of arbitrarily taking any century or reign, starts with a preliminary chapter of the Renaissance before embarking on Elizabethan writers. We cannot help thinking that he would have been better advised to stop short of contemporary, or at any rate of living, authors. The chapter on the Drama is admirable, though we would gladly have heard more of some of the minor dramatists, in particular of Ford. Shakespeare, already treated in a separate volume by Mr. Masfield, is wisely omitted. The book will fulfil its main object of sending readers to the texts, and there is a bibliography at the end to aid them. It is a pity that so good a book should be defaced by so many misprints and worse faults of carelessness. In the first chapter a line of Shakespeare is so printed that no one could tell that it is verse, and on the same page Milton is credited with the line "This way and that revolving the swift thought" (apparently a reminiscence of Tennyson's "This way and that dividing the swift mind"). Still worse, on page 200, a perfect stanza of Wordsworth is murdered—

"Rolled round in earth's *unending* course
With rocks and *fields* and trees."

"We receive *here* what we give," "*homes* where poor men lie," "lines written on the *Euganean* Hills," "Nietzsche," "Malesherbes" (for Malherbe) do not exhaust the errors we have marked. Many, too, of the *obiter dicta* are provocative, more especially when we come to contemporaries. George Eliot is not *indisputably* inferior to Mrs. Gaskell or either of the Brontë sisters. Tennyson, to whom bare justice is done, may have had a "school-boy-like pride of knowledge," but it is not fair to quote against him the blue-stocking speeches in "The Princess."

Verses. By HERBERT KENNEDY. (1s. net. Guildford: A. C. Curtis.)

These poems have been selected and published by the Charterhouse Poetry Society as a memorial to one of their members who died just a year ago at the early age of eighteen. As the work of a schoolboy they are remarkable, and well worth preserving, if only as a record of hereditary genius. Herbert Kennedy was the great-grandson of the famous Master of Shrewsbury. There is about the verses a melancholy grace, nothing of the frolic or sportiveness of boyhood, but "a sighing for something afar," the garden of childhood, the impossible She, the wilds of Dartmoor, the Dream City. Needless to say, there are echoes, and sometimes faulty echoes, as—

Now, earth-fragrant in the slowly dawning
Shadows of the blue November morning,
Little breezes sobbing
Come and go—

but here is a nearly perfect little vignette straight from Nature :—

TOM-TIT.
Bright through the veil of the dancing snow
To a wide, white world and cold—
From the wood where the Christmas roses blow
Forth 'neath the grey o' the sky—behold!
Flashing faintly blue,
Little friend, is it you
In your armour of azure and gold?
And now on the silvery bough you sit,
Good-morrow, good-morrow, my little Tom-tit.
The birds have taken their winter flight:
From summer and them did I part
In sorrow, and now o'er the cocoa-nut white
Like an echo of summer you dart—
You dear little fellow,
In gay blue and yellow,
And sunshine you bring to my heart.
A flash and a flutter and home you flit,
Good-bye till to-morrow, my little Tom-tit.

Roses, Leaves, and Old Rhymes. By ANNIE MATHESON. (4s. 6d. net. Frowde.)

The arrangement of the contents is perplexing. First comes a hymn on Christmas Day, then a preface by Prof. Herford to the

1900 Christmas edition of "Selected Poems," and then a publisher's note explaining the quaint title. There are not a dozen living poets who can reckon on a sale for their poems, and we rejoice to learn that a reprint of the 1900 volume is called for. To this Miss Matheson has added three new sonnets and a few more poems that have appeared only in other of her works. Our readers will recognize the Coronation song, "A Federal Song to the Emperor-King," and several shorter lyrics that were first published in *The Journal*, and we wish she had included the touching plea for children's holiday resorts. A reperusal of these collected poems, which cover a period of thirty years, confirms the impression of earnest sincerity. Miss Matheson is a *perferendum ingenium*, but she is also an artist, and her enthusiasm is tempered by a sense of proportion, rhythm, harmony. She is at her best when she is simplest, and some of her "Hymns for Children" will live. She is, perhaps, too fond of attempting intricate metres which betray her into obscurities or forced language, as in "For Concord," stanzas 1 and 3; but such flaws are rare.

A Book of English Prose, 1470-1900. Selected by J. H. FOWLER. (3s. 6d. Macmillan.)

Mr. Fowler is the fogle-man of English teaching in public schools, and has done more than any living teacher to show both by practice and precept what can and should be done. The touchstone he has used in this selection is "thorough truth of substance and an unswerving truth of form." Ruskin has the honour of heading the list with eight passages. In his case, does "excellence of style always imply excellence of matter"? Mr. James Bryce is the only living writer admitted. We regret the editor's decision to exclude prose fiction. An anthology without the names of Scott, Dickens, and George Eliot is *manca*. The decision has not been rigidly adhered to, for extracts from "Gulliver's Travels" and Hawthorne's "Transformation" are admitted. May we hope for a supplementary volume of the Novelists? Meanwhile we can congratulate Mr. Fowler on the attainment of his aspiration to compile "a golden book of the choicest prose."

East and West. By DAVID ALEC WILSON. (6s. Methuen.)

The object of this volume, by an Indian Civil Servant who has served for a quarter of a century in India and Burma, is to reveal the East, not as it appears to the special correspondent or the competition *walla*, but to one who has lived on intimate terms with natives. There is no philosophy or even an attempt to solve the fundamental problems of East and West. We have instead a number of snapshots, stories humorous, pathetic, and comic, *racily* told by a born *raconteur*. It is just the book to fill an idle five minutes, grateful as the cigarette to the smoker who has not time for a cigar, and warranted not to produce the effects of the "Miraculous Milk."

Geography for Little Ones. By DOROTHY L. COX. (1s. Relfe.)

This geography is recommended by its extreme simplicity and careful graduation of lessons. It would be easy to pick holes in it, but at this stage broad outlines are far more important than perfect accuracy. Thus on the first page we read, "In a map the top is always north." Again, it is strange to find as food imports of England "tea, coffee, bananas, &c.," and no mention of wheat.

BOTANIES.

Practical Botany. By F. CAVERS, D.Sc., F.L.S. (4s. 6d. Clive.)

From the University student's standpoint this is a practical elementary handbook of vegetable histology and physiology, including short courses on selected types of cryptogams and gymnosperms and the biochemistry of plants. It should be invaluable to junior University students and to demonstrators and lecturers as a reference book on details of method and procedure. A whole chapter is devoted to the discussion of apparatus, with expert advice on its construction, selection, and use. Much careful information is given on the management and preparation of material, and a hundred and one points connected with laboratory practice which bewilder the untaught student. The directions for practical and experimental work are throughout detailed and exact; they will enable the student to work through the course, acquiring those habits of thought and inquiry the exercise of which is the aim of all real science teaching.

Senior Botany (4s. 6d.) (same author and editor) is arranged primarily for candidates in the Oxford and Cambridge Higher Local Examinations. It is written with the same attention to scientific method and practical treatment, and is an expansion in parts, and a contraction in other parts, of more elementary botany books by Prof. Cavers ("Botany for Matriculation," "Plant Biology"). The chapter on Ecology is specially well considered.

Elementary Lessons on Plant Life. By D. G. SCOTT.
(2s. 6d. Methuen.)

The author of this little book gives us nothing new in method or illustration. The chapters are summaries of facts which are supposed to have been gained by practical observations outlined in the chapter headings. The language is simple and free from technicalities without being childish. It is, however, difficult to assign a use for a book of this kind; it can hardly justify its existence as a teacher's reference book; while, on the other hand, to put ready-made summaries into the hands of pupils at this stage is the last thing we are anxious to do.

British Fungi and Lichens. By G. MASSEE.
(7s. 6d. Routledge.)

This is a striking and most welcome contribution to the natural history of plants. The admitted object of the book, namely, to enable the reader to identify and name our indigenous mushrooms and toadstools, is admirably set forth in its 551 pages with the help of forty beautiful plates in colour. Practical and systematic ways of setting to work are emphasized as the real road to any knowledge of the fungi. The author clears the ground by a short survey, in lucid and non-technical language, of certain phenomena and theoretical considerations which surround their evolutionary history and which point out the "energy and adaptability" of the group. Other chapters on "How to Study Fungi," when and where to look for them, on the preservations of specimens, and on classification, are a necessary part of the preparation contained in Part I. Part II is a systematic arrangement of fungi belonging chiefly to the sub-group—Basidiomycetes. It gives full descriptions of genera and species, with the beautiful illustrations, for purposes of identification. Barely forty pages are given to the Ascomycetes, and lichens are only touched upon; the range covered is necessarily narrow considering its detailed treatment. It will recommend itself alike to the Nature student and the botany specialist.

An *Intermediate Textbook of Botany* (Longmans, 6s.), by E. EVANS, is expressly written to cover the requirements of the London Intermediate B.Sc. and the Second Stage Board of Education Examinations. The course follows these syllabuses narrowly, and topics are somewhat summarily and sparsely dealt with. Instructions for practical and experimental work occur alongside the explanatory paragraphs, but they are not sufficiently detailed to be of first-rate help to students in the laboratory. This book, in fact, could hardly satisfy the needs of examination candidates who are inclined to be real students of the subject. It suggests, too plainly perhaps, the art of the teacher who is skilled in the preparation of pupils for public examinations.

CHEMISTRY.

Outlines of Inorganic Chemistry. By E. B. LUDLAM.
(4s. 6d. Edward Arnold.)

Mr Ludlam believes that the historical method of developing the subject is the method which corresponds with the growth of intelligence of the boy, and an introductory note by Sir William Ramsay upholds this belief. It is a book which can be used with success by those who appreciate the author's standpoint, and it would be unwise for any teacher to criticize the book until he has read the interesting preface in which Mr. Ludlam justifies his procedure. The book gives an interesting presentation of the subject, and the author's work with the Clifton boys affords a guarantee that the course is attended with good results when properly carried out. It is assumed that the learners will be following some such laboratory course as that in the companion handbook, "*Outlines of Experimental Chemistry*." The sequence of subjects is somewhat original; but we think there is much to be said in its favour. The first part is devoted to early ideas, passing through the phlogistic theory to modern ideas of chemical change, elements, and compounds. The second deals with acids, alkalis, and salts, including the hydrogen theory of acids and the meaning of basicity. The third part starts with the fundamental laws and the atomic theory, and then describes the chemistry of the commoner metals. This early treatment of the metals is one of the commendable innovations in the book. The remaining part is a brief systematic chemistry based on Avogadro's hypothesis, and concludes with the natural classification of the elements. At the end of most of the chapters is a short set of test questions, such are of the ordinary examination type, and lack the happy success which characterized Shenstone's little catechisms. The book deserves the careful consideration of science masters, and some will probably find that it supplies a felt want.

Senior Chemistry. By G. H. BAILEY and H. W. BAUSER.
(4s. 6d. Clive.)

This is a clearly written book, planned on the usual lines, and containing both descriptive text and instructions for laboratory work. The first section deals with introductory subjects, the

second provides a systematic description of the most important non-metallic elements, the third treats of a few of the most important metals, and the fourth and last division is given up to chemical calculations. It should prove to be a very useful textbook for students who are preparing for an examination rather lower in standard than that of the Intermediate Science, and has been written specially in view of the Cambridge Senior Local Examination Syllabus. We do not think that experiments on the weight composition of water, carried out as described on pages 65 and 66, would be likely in the hands of students to lead to results worth having. On page 192 the old experiment of electrolysis of hydrochloric acid solution is appealed to as proving the volume composition of hydrogen chloride. This, we think, should not be done, and it is remarkable that a really satisfactory method is given in the next paragraph without any comment on the unsatisfactory process which precedes it. On page 208 some reference to the commercial value of processes for the fixation of atmospheric nitrogen might well be introduced, and a short account of the present position of our knowledge of the problem of the rusting of iron would not be out of place in Chapter XXXI. We can commend the book to any student requiring a sound and clearly written textbook.

THE WOMEN'S HOSTEL AT DURHAM UNIVERSITY.

ON January 30, as we were going to press, we received on behalf of Miss Robinson, Head of the Durham Hostel, a protest against the suppression of the subjoined letter. Our sole reason for not publishing the letter was that the facts of the case were officially stated by the President of the Durham Colleges in our January number. But, as Miss Robinson considers herself aggrieved, the manifesto shall appear. As Mr. Walton stated, the matter of the Hostel is still *sub judice*.

SIR,—We, the undersigned, being past and present students of the Women's Hostel, Durham University, desire most emphatically to repudiate the implications made concerning the Hostel in the article written by Mr. Sydney Walton in your December number.

It seems to us quite obvious that it is the work of a "man with a grievance." From his article it would appear that all those students who are not in the Hostel are living in lodgings in the city. Such is not the case—but of the eighteen home students ten are at St. Hild's Training College, and obviously cannot be in residence in the Hostel; seven are living at home; the remaining one has been living in lodgings this term, but has decided to enter the Hostel next term, which fact proves that those who are able to do so prefer to put themselves under the "wise and sympathetic management" of the Hostel rather than live in lodgings in the town.

There are written rules for the Hostel as well as for the home students, and in both bodies there are also unwritten rules or traditions which are made by the students themselves in order to keep the tone from deteriorating. These are explained to all new-comers. It is only those who have no love for the body to which they belong and no idea of public spirit who object to these traditions. The "young female student" alluded to in the article must have been one of these.

Although the numbers at the Hostel are small, there is no lack of scholarship. There is now at the Hostel a £70 classical scholar for the first time; last June, out of the three who gained distinction in the Final Arts examination two were Hostel students. In 1908 the most brilliant degree of the year in the Final B.Litt. Examination was taken by a Hostel student.

It is only natural that, during the change of constitution in the University and the replacing of the B.Litt. Degree by the Modern B.A., there should be a smaller number of women students in residence, and it is more than probable that now things are in a more settled condition the numbers will steadily increase.

Out of the students who have been and are now in residence in the Hostel, we the undersigned wish to prove by this letter that the Hostel is not unpopular and is not likely to "die without an epitaph."—Yours truly,

B. Callender, M. A. Komer, D. W. Atkins, C. I. How, G. M. Liddell, E. E. Maxlow, H. Brown, M. M. Dickens, M. H. Emmet, A. Gregg, L. M. Gregg, E. Swanson, G. Molland, K. H. Potts, L. M. Secley, E. Tully, B. B. Walters, T. C. Ward, K. Workshop, D. Hooper, T. M. Porter, T. Fox, E. E. Clarke, G. Haworth, M. Haworth, F. Parkinson, A. Mahony, R. E. Wilson, E. Dawson, M. McClarty, F. S. Chandler

Durham, December 16, 1911.

UNIVERSITIES AND SCHOOLS.

OXFORD.

Term is so recently begun at the time of writing that we have no news yet as to prospects of the scheme of "reform from within" which Council is bit by bit presenting to Congregation. The after-effects of the decisive rejection by Convocation of the Greek statute are still with us. The victors themselves are trying to justify their victory by proposing a scheme for reformed Responsions. It is based on the assumption that Oxford and Cambridge might unite in a scheme of preliminary examination, probably to take the form of leaving certificates, and that, were this done, they might, without making any concessions in regard to Greek, control the teaching in the secondary schools. The scheme is not likely to come to anything, if only for the fact that those members of the Joint Board who have given most thought to the possibilities of substituting for Responsions a reformed leaving certificate examination are convinced that the retention of compulsory Greek makes any such scheme impossible.

The reformers, not unnaturally, resent the way in which the opinion of resident Oxford has been overruled, and the defeat of the Greek statute has raised the question whether it is worth while going on with a scheme of reform, which, in spite of the many compromises which Council have made, may at any moment be rejected by Convocation. There is considerable talk of a Commission, and the desire in Oxford for a Commission is likely to increase. The situation is complex. For, in spite of the regulations of the Greek statute, Council has got through a good deal of its program. The Finance statute, which makes a beginning towards establishing a central board which may exert some influence on the colleges, has passed Congregation and is expected to come before Convocation this term. It is felt by many that it would be better to wait until Council has done all it can with its original program before giving up "reform from within" as hopeless. But undoubtedly the rejection of the Greek statute has brought a Commission a good deal nearer.

The Annual Conference of Tutors of Tutorial Classes met in Oxford on January 5 and 6. The Vice-Chancellor welcomed the tutors on the evening of the 5th, and Principal Sir Henry Miers, of London University, presided over the Conference on the 6th. We heard then that the students in tutorial classes now number almost three thousand. In five years the movement has already attained the size of a University.

University Scholarships.—The examiners have reported the following awards in the Ireland and Craven Examination:—Ireland and Craven Scholar—Cyril Asquith, Scholar of Balliol. Craven Scholars—John Bell, Scholar of Balliol; Charles Edward Shuter Dodd, Exhibitioner of Balliol, *proxime accesserunt*; Hon. Gerald William Grenfell, scholar of Balliol. Distinguished in the Examination—Maurice Roy Ridley, Exhibitioner of Balliol; Ernest Francis Withers Bisley, Scholar of Balliol; Arthur de Coetloque Williams, Exhibitioner of Balliol.

The Beit Prize for 1912 has been awarded to Neville Jonas Laski, Commoner of Corpus Christi.

The Delegates of the Common University Fund have invited Sir William Ramsay, M.A., Hon. D.C.L., to take charge of a Seminar in Oxford for the study of the Eastern Provinces of the Roman Empire for three years from January 1912.

CAMBRIDGE TRAINING COLLEGE.

Of the students who entered for the December Examination of the Cambridge Syndicate in the Theory, History, and Practice of Education, five were placed in the second class and one in the third class. In addition to these, two old students took the examination, one being placed in the first class (with distinction in Theory as well as in the two papers on Practice) and the other in the third class. Sixteen new students have entered the college this term; the total number is now thirty-six, all of whom have a degree qualification.

Scholarships have been awarded as follows:—A College Scholarship of £25 to Miss H. Rees, M.A. Wales, Honours German, Class I (Aberystwyth); a College Scholarship of £20 to Miss D. S. Easton, B.A. London, Honours Classics, Class I (Westfield College); Old Students' Guild Scholarships of £20 each to Miss E. M. Mulholland, B.Sc., Honours Botany, Class II (Westfield College), and Miss E. Rainer, B.A. London, Honours English and French, Class III. Bursaries have been awarded to Miss E. M. Askwith, B.A. London, Miss M. Rackham, B.A. London, Honours Classics, Class II (Royal Holloway College), Miss I. M. St. C. Tisdall, B.A. London, and Miss E. Warne, B.Litt. Durham.

WALES.

The recently published report of the Consultative Committee con-

Report of
the Consultative
Committee.

tains the evidence of two witnesses from Wales—viz. Sir Edward Anwyl and Mrs. Glynne Jones, of Bangor. No head master was invited to give his opinions before the Committee, though it must be clear that experience of an organized system of examinations, gained within the school, ought to have been valuable. Sir Edward states the official Central Welsh Board view of their examinations with great clearness and fairness. He still persists in using the mysterious term "pass examination" in his reference to the Higher Certificate Examination, even though its standard is recognized as being equivalent to that of an Intermediate Examination of the University. No one has yet quite fathomed the hidden meaning of this pet adjective of the chairman. The evidence as a whole, however, will give any one who is not acquainted with the working of the Welsh schools an excellent idea of the scope and character of the Central Board examinations. Mrs. Glynne Jones is, in places, severely critical. She has little that is good to say of the system, while considerable prominence is given to what she considers to be the weak points in it. There is a great deal in her evidence about its alleged want of elasticity, the rigidity of the examinations, the danger of overpressure, &c. Her opinion, in fact, is very similar to that of the author of the famous report of the Welsh Department. If space permitted, it would be instructive to compare the evidence of Sir Edward Anwyl with that of Mrs. Glynne Jones on each of these points. We may, perhaps, be allowed to refer to one only—"loss of elasticity." Mrs. Glynne Jones states that "the absence of alternative schemes was one of the most serious causes which had led to deterioration [*sic*] in the Welsh system," and that "the want of elasticity was the most serious defect of the whole system." There has, however, in recent years, been so much discussion of this point that it appears useless to controvert the charge. It may, however, be asked whether there is any other examination system in the United Kingdom which recognizes alternative schemes of work from the schools to the same extent as the Central Welsh Board does. Mrs. Glynne Jones's evidence seems to imply that it is a very general practice for English schools to be examined by a public examining body on their own syllabuses, which is by no means the case.

The Oxford and Cambridge Board will, it is true, admit alternative schemes under certain conditions, but so will the Central Board, provided they are educationally sound and of the proper standard. Mrs. Glynne Jones is misinformed if she believes that the diminution in recent years, in alternative schedules, is due to the shyness of head masters in presenting them, through fear that they will be rejected. The change is really due to the improvements in the regulations and schedules of the Board itself, which have rendered such schemes unnecessary. The recent regulations give such freedom and latitude to the schools that it is difficult to see how any school is now prevented from developing in any direction it pleases. Technical and commercial subjects have been given, for instance, their due share of prominence, and it is certainly not the Board's fault if the schools do not teach them. Whatever may be Mrs. Glynne Jones's opinion, the schools do not complain of "loss of elasticity" and freedom. Sir Edward Anwyl's general comment on this matter more fairly describes the position. "The schools, in practice, varied very considerably. They were not so much alike as they seemed on the surface. The risk of rigidity was intended to be balanced by the provision for alternative schemes; but often the schools did not take advantage of that, seeming to be satisfied with the opportunities they had of suggesting modifications in the Board's own schedule. To a considerable extent the syllabuses varied from year to year."

There will always remain a great diversity of opinion as to the existence of overpressure in the schools. That the work is hard and trying in the higher forms is, of course, true, but there is no compulsion on any pupil to take the Honours Certificate unless he is physically and mentally fit for the work. And if there is overpressure—Mrs. Glynne Jones supplied no evidence of its existence—it is due entirely to the exaggerated importance which parents and governing bodies attach to examination results.

The evidences of both witnesses contain some interesting information about leaving exhibitions, &c.

The Welsh Department will, in future, have under its control the administration of all grants to Wales and Monmouthshire, under Part I of the Regulations for Technical Schools of Art and other forms of

provision for further education, as well as the administration of the forthcoming regulations governing the distribution of the grants to be made by the Board, out of the Development Fund for Agricultural Education in Wales and Monmouthshire. The Board will also arrange for the issue of triennial *afca* reports on the work of each Local Education Authority in Wales. The first reports will necessarily be of a somewhat experimental character, and, in view of the

(Continued on page 124.)

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special organization of secondary education in Wales, and of the transfer of the responsibility for the work of technological education, they will deal mainly with elementary education.

The reports will be printed, and fifty copies of each report will be sent to the authority of the area concerned. The reports of H.M. Inspectors on individual schools will continue to be issued as before.

The Glamorgan County Council have erected a new higher elementary school at Port Talbot, which was opened by Mr. D. Lleufer Thomas, M.A. (Stipendiary Magistrate for Pontypridd). There has been a great deal of controversy about the wisdom of the

policy of erecting these schools in close proximity to the intermediate schools. The N.U.T. prefer secondary schools, and the supporters of the intermediate schools, on the other hand, fear unfair competition and overlapping. The Welsh Department appears to be aware of this danger, and so they have issued rather strict regulations as to the conduct of these higher elementary schools which will tend to minimize the danger of overlapping. French, for instance, is debarred. The difficulty in all these cases arises, however, not from the nature of the regulations governing the schools, but from their non-observance. If the Welsh Department will insist on their regulations being carried out strictly, there will not be much danger to the intermediate-school system. This is all that is necessary.

By the amended regulations for the appointment of representatives on the University Court by the head teachers of public intermediate schools, every head teacher shall be entitled, at any election, "to vote for as many candidates as there are members to be appointed." What does it mean? It seems fairly obvious and not worth an "amended regulation."

In the will of the late Dr. R. D. Roberts, provision is made for a fund to enable each of the professors at the University College of Wales, who have completed not less than ten years' service, to take a year's holiday at full salary. The salary of the substitute will be paid out of the fund. The holiday has to be spent in work bearing on his professorial duties.

The Rev. P. E. Cleave has resigned the head mastership of Llandaff Cathedral School, on account of the ill health of his wife. The Dean and Chapter have appointed Messrs. Robathan and Bruce-Smith, two members of the staff, as joint head masters.

We deeply regret to have to record the death of Miss A. M. Dobell, M.A., Head Mistress of the Pontypool Girls' School. Miss Dobell was formerly Senior Assistant Mistress at Blaenau Festiniog. She was a member of the Council of Aberystwyth College and of the Central Welsh Board. She was greatly esteemed by her colleagues as a woman of great ability, and a strong character. She had recently done excellent work in her capacity as treasurer to the Tuberculosis Fund of the Intermediate Schools.

SCOTLAND.

The lecturers and assistants in some of the Universities have been discussing proposals for a modification of the University Ordinances by which they may obtain some share in the educational government and administration of the Universities. Since 1889 the number of lecturers and assistants has been greatly increased. At Glasgow, for instance, the number of professors has grown from twenty-eight to thirty-five, while the number of lecturers and assistants has increased from twenty-three to at least a hundred and twenty-five, and similar increases have taken place in the other Universities. Many of the lecturers are in charge of independent departments—e.g. French, German, Italian, Constitutional History, and other subjects in Law, Science, and Medicine—and these lecturers are doing the same work as professors. But no lecturer or assistant is a member of any board which is concerned with the educational work of the University, except the Boards of Studies, whose sole business at present is to consider and report to the Faculties on the programs of classes and the work prescribed for degree examinations. The present condition of things has no real justification, and it can only be explained by the fact that, in this as in many other matters, the University Commissioners of 1889 made no provision for the changes which would inevitably result from their own reforms. In the meantime the Glasgow lecturers and assistants have resolved to ask for "the inclusion in their respective Faculties of lecturers whom the Faculties, with the approval of the Senate, may from time to time co-opt, having regard to their status and seniority." The Glasgow lecturers are in communication with those of the other Universities, and it is probable that a joint representation will be made to the Senates and Courts. The lecturers who are heads of departments have a pretty clear case for being made members of their Faculties; but the inclusion of other lecturers may lead to difficulties, especially if they are lecturers in a

laboratory department, the head of which is already a member of his Faculty. A laboratory department must be under the direction of one head, and there would be much trouble if he had to run the risk of being outvoted in the Faculty by his subordinates, where questions affecting his laboratory were under consideration. It has also been suggested that the functions and powers of the Boards of Studies should be extended. This can be done without a new Ordinance, and it would not necessarily conflict with the reform of the Faculties. The case of the lecturers and assistants is a very strong one, and some reform is urgently required in the interests of the whole University.

Statistics have been published showing the number of matriculated men students at Glasgow and Edinburgh Universities in each year from 1889, the date of the last Universities Act, to 1911. At Glasgow, from 1889 to 1897, the number steadily decreased from 2,101 to 1,533. Since that date it has steadily increased, until, in 1911, it was 2,054. The new Ordinances came into full operation in 1893, and the decrease from that date until 1897 was mainly due to the introduction of the Preliminary Examination and the dropping of junior classes. By 1908 the numbers had increased until they were about equal to those of 1892. At Edinburgh the number decreased from 3,602 in 1889 to 2,502 in 1900, and since that date it has increased to 2,791. Edinburgh is thus still considerably behind the figures of 1889, and it is even by some hundreds behind those of 1892. The decrease in Edinburgh has been mainly in the Faculty of Medicine, which was affected not so much by the new Ordinances as by the rise of new medical schools elsewhere, especially in England. To these numbers have to be added those of the women students, of whom there are 672 at Glasgow and 630 at Edinburgh.

Lord Rosebery, Chancellor of Glasgow University, opened the new head-quarters of the University contingent of the Officers' Training Corps, on January 12. He gave rather a gloomy speech about the tendency of foreign policy. The Principal, Sir Donald MacAlister, spoke of the educational value of the work of the Corps, which has been very successful. The Dialectic Society of Glasgow University, which includes among its former members the Archbishop of York and Mr. Bonar Law, is celebrating its fiftieth anniversary by a dinner on March 1. The University has received a bequest by the late Mr. Strang Steel of £4,000 for the foundation of a research scholarship in science.

The Ordinance for the institution of degrees in veterinary science at Edinburgh University has passed the Privy Council and will come into operation at the beginning of the summer term. On January 7 Sir William Turner, K.C.B., Vice-Chancellor of Edinburgh University, completed his eightieth year, and received many congratulatory messages. His period of service at Edinburgh University has extended over fifty-eight years.

The Annual Congress of the Educational Institute of Scotland was held at Edinburgh, on January 3 and 4. Lord Rosebery was the principal speaker at the dinner, and, as usual, took rather a pessimistic view of modern education. The President of the Institute, Dr. Alexander Morgan, of the Edinburgh Training College, in his opening address on "Education and Social Progress," took a much more hopeful view of the educational possibilities and of the value of education in the curing of social ills. Mr. D. McGillivray, of Bellahouston Academy, Glasgow, in a paper on "The Training of Teachers," deplored the decline in the number of students in training who take University courses. While 46 per cent. of all the students in training were at the University in 1906-7, to-day there were only 22.9 per cent., and this year, out of 1,141 first-year students, only 171 were at the University. He advocated (1) the raising of the standard of entrance for junior students by requiring intermediate certificates, with passes in English, a foreign language, and science or mathematics; and (2) giving to junior students the options now granted to ordinary secondary pupils, and merging the junior ordinary certificate in the ordinary leaving certificate. The decrease in the number of University students in training is by no means so alarming as Mr. McGillivray's statistics suggest, for an increasing number of those who intend to become teachers are now taking their University course before their training course, and are, therefore, not reckoned as University students in training. Sir George Kekewich gave an address on "Future Developments of Education," in which he pointed out and discussed many defects in the administration and organization of education in England, commenting specially on the "swarms of cheap, ineffective, unqualified teachers, who were engaged for no better reason than that they were cheap and that they were vaccinated." Mrs. Humphry Ward spoke on organized playgrounds and play centres, and Prof. Darroch read a useful and suggestive paper on "Democracy and Education."

The larger school boards and many of the secondary education committees are greatly concerned on account of the burden which the new Superannuation Scheme will place on the Education (Scotland) Fund, and at a meeting held in Edinburgh a deputation was ap-

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pointed to urge upon the Treasury the necessity for providing increased grants. The Education Fund is dependent to a large extent on the "whisky money," and the increase of temperance has reduced the amount of this at the very time when increasing demands are made upon it.

IRELAND.

The vacancy left in the first Senate of the National University by the death of Dr. S. H. Butcher, has been filled by the appointment of Mr. Matthew J. Bourke, K.C., Recorder of Cork.

The governing body of University College, Dublin, has decided to proceed with the erection of their new buildings. The site will comprise the site of the late Royal University in Earlsfort Terrace, that of University College in St. Stephen's Green, and the site, situated between the two former, recently presented by Viscount Iveagh. The offices of the National University have, in the meantime, been transferred from Earlsfort Terrace to Merrion Square.

The question raised last summer by the application of two Women's Colleges in Dublin for recognition of their lectures by the University, was postponed by the Senate at their October session till they should get legal opinion on the point. In consequence of this opinion, it is stated that the application has been withdrawn.

The *alumni* of the late Royal University and the public generally have learnt, with regret, of the death of Sir James Creed Meredith, former Secretary of the Royal University, on the 23rd ult. Sir James, who was a graduate of Trinity College and a member of the Irish Bar, was connected with the Royal University during the thirty years of its existence, and the successful working of that institution was very largely due to his ability, tact, and indefatigable industry. His activities were by no means confined to it; he was a prominent member of the Masonic Order, and, as Honorary Secretary to the General Synod, he rendered valuable service to the Church of Ireland during many years, his legal knowledge and talent for finance being exceedingly useful in that capacity.

The case of the Irish secondary teachers is at last likely to receive attention. Mr. Birrell has given definite promise of aid from the State, and Mr. John Dillon, M.P., is taking a practical interest in the matter of pensions for secondary teachers. In a letter which

appeared in the Press early in the month, he suggests, as a model for a State-aided scheme, one which has been adopted and is shortly to come into operation in the Royal Academical Institute, Belfast. This scheme, which is a pioneer attempt in Ireland to deal with the question, is roughly as follows:—The governors of the school, out of its general funds, will set aside each year a sum equal to 5 per cent. of the total "normal salaries" of the officers of the school as a "Superannuation Fund," until a capital sum has accumulated, the interest on which shall be equal to 5 per cent. on the "normal salaries." At the end of each term a sum equal to 5 per cent. on the salary of each officer of the school shall be paid to an insurance company on his behalf, the officer himself contributing an equal amount, to secure him a superannuation allowance on his reaching the age of sixty. Two policies will be taken out for each officer—one, the premiums for which are paid by the governors, to revert to the Superannuation Fund in case of his resignation, retirement, or death before the age of sixty (exceptions being made for the case of retirement through permanent incapacity or for a widow or children in the event of his death); the other, representing his own contributions, to revert unconditionally to him or his representatives. Mr. Dillon suggests that State aid might come in, either in helping to start a Superannuation Fund in schools less amply endowed than the Royal Academical Institute, or in contributing towards the premiums payable by teachers whose salaries are of a low standard.

Meantime, the secondary teachers themselves are alive to their own interests. Two meetings have been recently held in Dublin, at Alexandra College, and at the Dominican College, Eccles Street, and a Provisional Committee appointed for the purpose of organizing an Association of Secondary Assistant Mistresses as a branch of the already existing Association of Secondary Teachers. One of the objects set forward by the Association of Secondary Teachers is the securing of registration. Desirable as this would undoubtedly be, there is one grave obstacle to it in Ireland; the fact that a large number—perhaps two-thirds—of the secondary teachers of the country belong to religious orders, who have their own system and standards of training (in many cases a high one) and would, in all probability object to State registration of their members.

The Commissioners of National Education have made the follow-

(Continued on page 128.)

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The question of Medical Inspection of Primary Schools still continues to the front, and a meeting, at which the Provost of Trinity presided, was held in Dublin on January 19 to deal with the question. Dr. Oliver Gogarty gave an address and was followed by other medical men. The Provost, speaking as one of the Commissioners of National Education, said that the Board was keenly interested in the matter, but all their attempts at improvement were blocked by want of funds, no grants for the purpose being procurable. The Board (largely through his initiative) had passed a regulation by which young children might be allowed home about 12 for an early dinner. (It may be remarked in passing that, unless this regulation be extended to pupils of all ages, it is scarcely likely to be of use, as few poor families can easily arrange two dinners for the children.) Dr. Traill described an arrangement in two large schools under his personal care in the North, by which the children were fed during the winter months, the parents contributing twopence per week for each; where the parents were unable to pay they were not asked to do so, but the children did not know who paid and who did not, the danger of pauperization being thus obviated.

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Vous qui pleurez, venez à ce Dieu, car il pleure.
Vous qui souffrez, venez à lui, car il guérit.
Vous qui tremblez, venez à lui, car il sourit.
Vous qui passez, venez à lui, car il demeure.

—VICTOR HUGO.

INSCRIPTION FOR A CRUCIFIX.

By "AMADAN."

Mourners, kneel, He too hath sorrows;
Sufferers, come, He heals your pains;
Tremblers, look, He smiles upon you;
Travellers, stay, for God remains.

By "VERNICE."

O ye that weep, a God who weeps is here;
To Him draw near.
O ye that suffer, come to Him and kneel;
His word can heal.
O trembling souls, come unto Him for ease;
His smile is peace.
O ye that look and pass, pause at His side;
He doth abide.

By the PRIZE EDITOR.

Come, ye who weep, He weeps, too, this Man God;
Come sufferers, He suffered and He cures;
Come, ye who quail, He smiles beneath the rod;
Come homeless wayfarers, for He endures.

Wär' nicht das Auge sonnenhaft,
Wie könnten wir das Licht erblicken?
Lebt' nicht in uns des Gottes eigne Kraft,
Wie könnte uns das göttliche entzücken?

—GOETHE.

Toû γὰρ γένος ἑσμεν.

By "FOURSOME."

Were not the eye endowed with light,
No sun above for us could shine.
Had man no share in God's own might,
What could he know of the Divine?

By "AMADAN."

The eye's own light
Makes light to shine.
What gives man light?
The light divine.

(Continued on page 130.)

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By the PRIZE EDITOR.

Were there no light within the eye,
No sun for us in heaven would shine;
Nor could man know divinity,
Unless he were himself divine.

Οὐκ ἔθανες, Πρώτη, μετέβης δ' ἐς ἀμείνονα χώρον,
καὶ ναίεις μακάρων νήσους θαλίῃ ἐνι πολλῇ,
ἐνθα κατ' Ἠλυσίων πεδίων σκιρτῶσα γέγηθας
ἄνθεσιν ἐν μαλακοῖσι, κακῶν ἔκτοσθεν ἀπάντων·
οὐ χειμῶν λυπεῖ σ', οὐ καὺμ' οὐ νοῦσος ἐνοχλεῖ,
οὐ πεινῆς, οὐ δίψος ἔχει σ'. ἀλλ' οὐδὲ ποθεινὸς
ἀνθρώπων ἐτι σοι βίος· ζῶεις γὰρ ἀμέμπτως
αὐγαῖς ἐν καθαράσιν Ὀλύμπου πλησίον ὄντος.

—MELEAGER.

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Proté, thou hast not died, thou hast gone to a better land:
Happy are they that dwell with the blest on that island strand!
There, in Elysian bowers, thou playest the livelong day;
Sorrow and death are departed, and flowers are round thy way.
Winter nor summer is there, and pain of its power is left:
Thirst cannot vex thee, nor hunger, nor is there a longing left
Now for the joys of earth; for under a crystal dome,
Nigh to the gates of Heaven, thy life is as pure as thy home.

By "WOODSTOCK."

Thou hast not died, my Proté, but passed to a happier country,
And thy abode is the isles of the blest, in bountiful plenty,
Where, on Elysian fields, thou sportest, in dances delighting,
Circled by tender flowers, and free from all evils thou livest.
Winter now vexeth thee not, nor heat nor sickness annoyeth,
Neither doth hunger oppress thee, nor thirst, nor yet dost thou
yearn for
Life among mortal men; for now thou blamelessly dwellest
In the pure rays of Olympus, which near thee his summit upraises.

By the PRIZE EDITOR.

Thou art not dead, my Proté, but thy spirit has found rest
In a happier land than Hellas, in the islands of the blest,
Where, mid amaranthine meadows, thy frolic footsteps stray,
Never weary; pain and sorrow have for ever passed away.
Thirst nor hunger can annoy thee, summer heat nor winter snow.
None is sick or fever stricken; there no yearning canst thou know
For our life; thou livest ever in a land of pure delight,
And above thee shines the radiance of Olympus' cloudless height.

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Lift up your hearts as well as voices,
In will, not skill, our God rejoices;
The prayer of love has notes more clear
Than praises loud to reach His ear.

By "C.R.H."

With choice not voice, with soul's accord, not music's chord
Our praise should be,
For hearts that love, not lips that move, can win above,
O God, to thee.

By "PASSARO."

Not voice alone
But vows upraise,
Not harp-string's tone
But heart of praise.
Not clamorous noise
God's ear approves,
But still small voice
Of one that loves.

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Let vows with voices, heart with harp-strings blend.
Breathed low, not loud, Love's lauds to God ascend.
(Continued on page 132.)

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A.R.C.M. desires School Engagement in or out of term. Piano, etc. Solo and Class Singing, etc. References: "Experienced, good testimonials."—Address: No. 921.

EDUCATIONAL AGENCY.

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Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Easter Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 134.

SOHOLASTIO.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

A List of Easter Vacancies will be forwarded in due course to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 92 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

GOVERNESS, living near East-

bourne, wishes to enter a School in the neighbourhood to give Lessons in return for time to study for L.R.A.M. examination. Address—"Music," Smith's Library, Ilfracombe.

GERMAN LADY (25) late Mistress

at Priors Field, Godalming, seeks Re-engagement after Easter in English School, preferably co-educational. 14 years' experience in German co-educational school. Teaches modern direct method Phonetics, Bookbinding, Piano to beginners. Reference to Mrs. Burton Brown, Priors Field, Godalming, or Rev. G. Davies, Master of the Charterhouse, London, or Paul Geherb, Odenwaldschule, Heppenheim, Bergstr. Apply: ERL. SCHUMACHER, Marburg, Rotenberg, Germany.

L.R.A.M. seeks Re-engagement.

Subjects: Piano (Curwen Method for beginners), Harmony, elementary Violin, Class Singing. Experience in both public and private schools. — W. G. W., 115 Duke's Avenue, Muswell Hill, N.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

• Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

X Other School and Teachers' Advertisements are continued on pages 133, 134, and 135. X

We give below the pseudonyms of the 176 competitors. We have not attempted a separate classification for each of the four epigrams, and the letters following the names indicate comparative distinction in one or more.

Yorick, Hajj, Zeuxis, Kattie Ann (c), Ardeonaig (b), Tantalum, Romeo, Patna (d), C.C. (b), 100,000 (c), M.S.W. (c), M.L. (d), Culex, F.C.S., Moriendo vivo, Speremus, lapyx, Dominica (c), L.O.R., W.S.A., Forget-me-not (d), Last, Carfax, Jacobite (b), Keymis (c), Greenfinch (b), Spitzbergen (b), Lalage, R.E.Y. (c), Gothicus (b), Patrist, Hedwig, Ted, Modestine (c), Ludo, F.G. (c), Agnese, Poulot, Ouistiti, Ruddy, Bobolink, Amaryllis, S.M.M. (b), I.E.D., Uncas, Hibernia, E.S.E., E.C.C., M.F.D., Paxtonia, Arosa, Horned Owl, Omen, Tiger, Leopold, Norwood, Tod (c), Agatha Ross (b), Tear, A.M.B., Nobody, Olim, Anon, Amadan (a), Porhoi, Martin (c), Sinbad, Mary Harass, Leighien, Hoffnung, Ann, Omega, Microbe, Spes unica, Elsinore (c), Emas, Andrew, Pater, Sarabanda, Fire, Distant (b), August, Veritas (b), Marcelle, La bonne vieille, Anin, Frances, Urbanus (b), Musician, Florizel, Francesca, Aspirante, Borealis (b), Ptolemy (c), Cruscan, Passaro (a), H.G., Vernice (a), More light, Nuper, V.I.M. (c), Sursum corda, Cornelia, Squills, South, N.W., E.S.B. (b), Fantasia, Meleager, Notsla, H.A.M., Gutchmuntel, Craig Dhu, Yeldge, Lehte, G.E.M., R.O.P., Tel 254, Peer Gynt, S.M.P. (c), Dad, Foursome (b), Lionel, Glena, Cocksure (b), J.R., Hellseher, Esk, Dart, A.C.L., A.L., Kinraig, M.W.M. (c), Condy (b), D.G.L., G.A. (c), Palma, Saas (c), L.B.L., M.L., W. (b), C.R.H. (a), Woodstock (a), Gainsborough, R.T., L.L.A., Combination, Tannhäuser, Espérance, Icila, Numa, Rustica, Pussie, Quadrangle, Monica, S.V., Clio, Ariadne, V.H., Insula, Aloc, Von, Pnu, Paris, Fatima, Pilcher, Duo (a), Resurgam, Dover, Onoto, Conans, U.S., Pusilla, Demos, Queenie, Navis.

A Prize of Two Guineas is offered for the best translation of the following extract from Victor Hugo :—

Rue Saint-Florentin, il y a un palais et un égout.

Le palais, qui est d'une noble riche et morne architecture, s'est appelé longtemps : *Hôtel de l'Infantado* ; aujourd'hui on lit sur le fronton de sa porte principale : *Hôtel Talleyrand*. Pendant les quarante ans qu'il a habité cette rue, l'hôte dernier de ce palais n'a peut-être jamais laissé tomber son regard sur cet égout.

C'était un personnage étrange, redouté et considérable ; il s'appelait Charles-Maurice de Périgord ; il était noble comme Machiavel, prêtre comme Gondi, défrôqué comme Fouché, spirituel comme Voltaire et boiteux comme le diable. On pourrait dire que tout en lui boitait comme lui ; la noblesse qu'il avait faite servante de la république, la prêtrise qu'il avait traînée au Champ de Mars, puis jetée au ruisseau, le mariage qu'il avait rompu par vingt scandales et par une séparation volontaire, l'esprit qu'il déshonorait par la bassesse.

Cet homme avait pourtant la grandeur ; les splendeurs des deux régimes se confondaient en lui ; il était prince de Vaux, royaume de France, et prince de l'empire français.

Pendant trente ans, du fond de son palais, du fond de sa pensée, il avait à peu près mené l'Europe. Il s'était laissé tutoyer par la révolution et lui avait souri, ironiquement, il est vrai ; mais elle ne s'en était pas aperçue. Il avait approché, connu, observé, pénétré, remué, retourné, approfondi, raillé, fécondé tous les hommes de son temps, toutes les idées de son siècle, et il y avait eu dans sa vie des minutes où, tenant en sa main les quatre ou cinq fils formidables qui faisaient mouvoir l'univers civilisé, il avait pour pantin Napoléon I^{er}, empereur des Français, roi d'Italie, protecteur de la confédération du Rhin, médiateur de la confédération suisse. Voilà à quoi jouait cet homme.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by February 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C."

Those in the First Class are entitled on application to a copy of "Essays, Mock Essays, and Character Sketches."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

FROM CROSBY LOCKWOOD & SON'S LIST.

DE FIVAS' NEW GRAMMAR OF FRENCH GRAMMARS.

Enlarged by the addition of carefully chosen Graduated French Texts for Preparatory Reading and Translation. A New and Thoroughly Revised Edition (containing nearly 80 additional pages). Fcap. 8vo, 474 pages, price 2s. 6d. cloth. KEY. 3s. 6d.

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Twenty-eighth Edition. 12mo, 2s. 6d.

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Anciens et Modernes. Fifteenth Edition. 12mo, 2s. 6d.

ORIENTAL MANUALS AND TEXT-BOOKS.

GRADUATED URDU READER FOR MILITARY STUDENTS.

Containing Urdu Alphabet, Lists of Useful Words, Easy Selections from various Authors, &c., together with a complete Vocabulary of all the Urdu Words occurring in the text. By Major F. R. H. CHAPMAN. 186 pages, royal 8vo, 7s. 6d. net. *Just published.*

HINDUSTANI STUMBLING BLOCKS.

Being Difficult Points in the Syntax and Idiom of Hindustani explained and exemplified. By Lieut.-Col. D. C. PHILLIPS, Secretary, Board of Examiners, Calcutta. 140 pages, crown 8vo, 4s. 6d. net.

HOW TO LEARN HINDUSTANI.

A Manual for all Students and a Guide to the Lower and Higher Standard Examinations. By Major F. R. H. CHAPMAN. 366 pages, crown 8vo, 7s. 6d. net.

ENGLISH-HINDUSTANI POCKET VOCABULARY.

Urdu in Roman Character. Containing 2,200 useful words in classified lists. By Major F. R. H. CHAPMAN. 32mo, 2s. net.

THE SYNTAX AND IDIOMS OF HINDUSTANI.

A Manual of the Language. By M. KEMPSON, late Director of Public Instruction, N.W. Provinces. Second Edition, Revised and Enlarged. Crown 8vo, 6s. net.

Catalogue of Text-books and Manuals for Students in Oriental Languages, post free on application.

London: CROSBY LOCKWOOD & SON,

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MESSRS. GABBITAS, THRING, & CO.,

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TRANSFER AND PARTNERSHIP DEPARTMENT.

MESSRS. GABBITAS, THRING, & CO., having upon their books at all times a large number of thoroughly *bona fide* Boys' and Girls' Schools for Transfer and Partnerships in such Schools to negotiate, as well as the names of a very large number of Purchasers, both ladies and gentlemen, are able, with their thirty years' experience, to negotiate the Transfer of Schools of all types confidentially and efficiently.

The Transfer Department is in the hands of one of the Principals, who personally attends to all instructions.

Valuations are carefully made.

No list of any kind is issued—all instructions being strictly confidential—but each Client receives individual attention on receipt of detailed particulars.

No commission is charged to purchasers.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH,

Educational Agents, (Established 1833)

34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C.

TO ASSISTANT MISTRESSES.

EASTER (1912) VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for the Term commencing after EASTER 1912, and who are desirous of having their requirements set forth in Messrs. GRIFFITHS, SMITH, POWELL & SMITH'S PRINTED LIST, are invited to apply (*as soon as possible*) to the Firm. The List will contain particulars as to the qualifications, &c., of Assistant Mistresses desiring engagements, and WILL SHORTLY BE BROUGHT BEFORE Head Mistresses and Principals of ALL the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c. The names and addresses of Assistant Mistresses will not appear in the List referred to. A List of VACANCIES in Schools will be forwarded to English and Foreign Mistresses on application.

N.B. Candidates should state full details as to certificates, qualifications, experience, and should enclose copies of testimonials.

A List of Schools for Sale and Partnerships will be sent gratis to intending purchasers. Please see page 92 for brief particulars of some of the Schools which Messrs. GRIFFITHS, SMITH, POWELL & SMITH have for disposal.

These School and Teachers' Advertisements are continued from page 131.

CHARMING young Parisian GOVERNESS (21), diploma. English school experience. French Language and Literature, Drawing, Painting, Needlework. Speaks English. Shares £200 per annum. Supervision. - 37 F. Hooper's, 13 Regent Street, London. Others. Introduction free.

GIFTED FOREIGN MISTRESS. - Daughter of a Diplomat (20). Speaks English, fluent French, diploma. Paris, German (native tongue); educated. - Three years' experience. Shares £200 per annum. Supervision. - 37 F. Hooper's, 13 Regent Street. Others. Introduction free. Established 1881.

FRENCH MISTRESS seeks Re-engagement. Age 25. Thorough French (native tongue). German. Diploma (Guide International). - 37 F. Hooper's, 13 Regent Street. Pupils successful in Examinations. - Miss D. TURNER, Beech Hill, Village, Reading.

A.R.C.M. requires School Engage-ment. Piano, Harmony, Theory, Class Singing, Elementary Solo Singing. Disengaged now. Proposals for Examinations. Experienced, highly recommended. - Miss MYRA GILBERT, 2 Castle Street, Epsom.

GERMAN AND NEEDLEWORK MISTRESS - Clergyman's daughter (25). Three years' boarding school experience. Fluent French, some Italian, Music, certificated Dressmaker. - 37 F. Hooper's, 13 Regent Street, London. Many highly-qualified Teachers. Printed List gratis.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words added, 10s. (of Office address, 1s. extra). For latest time for receiving these advertisements see front page.

Replies to advertisements marked * should be sent under cover to "The Journal of Education," Office, 3 Broadway, Ludgate Hill, E.C.4, in each case accompanied by a 6d. stamp to cover postage on advertisement. Post cards will not be sent on.

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to students living at the Guildhall School or elsewhere. Apply to Principal, Linden Hall, Clapham Road, S.W.

CITY OF LEEDS EDUCATION COMMITTEE.

COCKBURN HIGH SCHOOL. - Applications are invited for the post of RESPONSIBLE MISTRESS for the girls at the Leeds Cockburn High School. Salary £250 per annum. A University degree or its equivalent and experience in a Secondary School are essential. The successful candidate will be required to take up duties, if possible, at the commencement of the Summer Term, 16th April, 1912.

Forms of Application, which must be submitted, together with copies of testimonials, not later than 29th February, 1912, may be obtained from the undersigned. Further particulars may also be obtained on application. JAMES GRAHAM, Secretary for Education.

Education Offices, Leeds.
January, 1912.

ACADEMY OF DANCING AND SCHOOL OF PHYSICAL CULTURE, CHELTENHAM. - Resident Students received for two years' Training. - Principal, Miss WOODWARD, 12 Royal Crescent.

ENGLISH MISTRESS (Resident), good Churchwoman, Degree or equivalent, required after Easter in Girls' School. Essentials: History and Literature. Apply, stating salary required, to Miss WOODWARD, The Beehive, Bexhill.

WAKEFIELD HIGH SCHOOL. - ASSISTANT MISTRESS needed next term for German, English, and History. High School experience essential. Salary £120. Apply - Head Mistress.

CAPE COLONY. - RONDEBOSCH GIRLS' HIGH SCHOOL. - Required, April 1912, KINDERGARTEN MISTRESS with good experience. Age about 25. Salary £130 resident. Supervision duties. Apply - REGISTRAR, Joint Agency, 74 Gower Street, London.

TYPEWRITING AND DUPLICATION. - Testimonials 6d. doz. copies, MSS. 8d. per 1,000. Circular Letters 2s. 9d. per 100. - Mrs. ADDIE MATHER, Lanherne, Grosvenor Road, Church End, Finchley, N.

RESIDENT FORM MISTRESS wanted in May. Recognized Private School. English, and specialist in Geography and Botany (Modern Methods). Degree or equivalent. Churchwoman and Gentlewoman. State age, experience, and send references and testimonials to Mrs. HEATH, Mortimer House, Clifton, Bristol.

CAMBRIDGE AND COUNTY SCHOOL FOR BOYS.

A MASTER will be required on the staff of the above School to commence duties on April 22nd next, for English, Latin, and general form work. Salary £150 per annum, non-resident, rising by £5 to £175. Applications to be sent in on or before February 7th. For form of application apply to the undersigned.

AUSTIN KEEL, M.A.
Cambridge. County Education Secretary.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers." - *The Western Daily Press.*

CHANNING HOUSE SCHOOL, HIGHGATE, LONDON, N. - Wanted, at beginning of Summer Term, April 16, resident JUNIOR MISTRESS (Unitarian). Some kindergarten training necessary. Drawing (Mallett system) desirable. Salary £40 to £45, laundry included. Apply by letter, stating age, experience, and qualifications, to Miss L. TALBOT, B.A.

ART MISTRESS wanted in May at the SKINNERS' COMPANY'S SCHOOL, STAMFORD HILL, LONDON, N. Apply to the HEAD MISTRESS.

LING'S SWEDISH EXERCISES AND MASSAGE. Wanted, a Lady fully qualified in above to give the exercises four half-hours a week to two young girls, in a seaside town where there is a good opening for a teacher. - Mrs. F. Munday's Library, Church Square, Cromer.

LONDON. - MATRON required for Girls' School, able to take Cookery Class, must have had training at a recognized centre. - 45, Hounslow, 13 Regent Street, London. No looking fees. Established 1881.

CAPE PROVINCE. - Required, April, VIOLIN AND PIANO MISTRESS, A.R.C.M. or L.R.A.M. Diploma necessary, for Girls' High School. Salary £50 per annum resident. Pass age. Apply - EDUCATION SECRETARY, 23 Army and Navy Mansions, Victoria Street, S.W.

QUIDTSHOORN, CAPE PROV- INCE. - Wanted, for Girls' High School, a Certificated TEACHER OF PHYSICAL CULTURE. Chief work: Supervision of Drill and Games. Assistance must also be given with class teaching. Salary £180 non-resident, and class passage mail stationer. Three years' agreement. Apply - Miss SARGENT, 23 Army and Navy Mansions, Victoria Street, S.W.

WANTED, next term, a MIS- TRISS, to teach English (Higher Locals) Logic, and German. She must be a Churchwoman and have experience. Suitable candidates requested. Apply - Head Mistress, 250 High Road, Streatham.

WANTED, after Easter, a JUNIOR FORM MISTRESS. Essential qualifications: Full Froebel Certificate, Public School experience in training of students and form management. Specialist in Handwork and Needlework preferred. Initial salary £40 non-resident. Apply - Head Mistress, Sherborne School for Girls, Dorset.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—**MAUD GLENISTER**, 3 Friern Park, North Finchley, N.

WANTED, at Easter, experienced MISTRESS to take charge of PREPARATORY DEPARTMENT, also Needlework, in Girls' High School, West of England. Excellent salary offered for first-class candidate. Address—No. 9,229.*

WANTED, after Easter, in good Private School (Surrey), Resident fully qualified MUSIC MISTRESS with some English. Churchwoman, lady, good sight, bicyclist. State age, salary, and experience. Address—No. 9,247.*

MODERN LANGUAGE MISTRESS required in Girls' School after Easter. Ability to prepare for Examinations. Good certificates and foreign residence essential. Salary £90 non-resident. Apply, very fully, to Address—No. 9,248.*

TYPEWRITING.—Testimonials, 6d. per dozen copies; MS., 8d. per 1,000 words. Promptness and accuracy guaranteed.—**MISS DEXTER**, 6 Exchange Mansions, Muswell Hill, London, N.

DEACON'S SCHOOL, PETERBOROUGH.—Wanted for next term, April 22nd, an ASSISTANT MASTER for Latin and general Form subjects. Games a recommendation. Graduate preferred. Commencing salary £110 to £120, according to qualifications, &c. Applications, with copies of testimonials, to be sent to the HEAD MASTER by February 15th.

GREY COAT HOSPITAL, WESTMINSTER, S.W. Wanted, at Easter, FORM MISTRESS for Middle School Form. Good disciplinary. Degree or equivalent essential. Able to teach advanced French, English, or Mathematics. Apply—HEAD MISTRESS.

ST. GEORGE'S HIGH SCHOOL FOR GIRLS, EDINBURGH.—Wanted, in April, a thoroughly qualified and experienced Lady, holding the Higher Certificate of the Froebel Union, as Head of Preparatory Department, and to give part training to students preparing for the Higher Froebel Certificate. Salary £130, rising to £150. For further particulars, apply to the HEAD MISTRESS, 5 Melville Street, Edinburgh.

BRIGHOUSE SECONDARY SCHOOL FOR GIRLS', YORKSHIRE.

ASSISTANT MISTRESS required on April 24th for Science, Modern Geography, and some Elementary Mathematics. Degree or equivalent essential, and Secondary School experience.

Forms of application may be obtained from
JOHN REEVE,
Secretary to the Governors.
Education Office, Brighouse.

LIVERPOOL COLLEGE, Huyton, near Liverpool.—Wanted, at once, KIDGARTEN STUDENT. Full preparation given for Higher Froebel Certificate. Apply, stating particulars of previous education, to HEAD MISTRESS.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

COUNTY BOROUGH OF SUNDERLAND.

EDUCATION COMMITTEE.

BEDE COLLEGIATE GIRLS' SCHOOL.

Head Mistress: Miss M. E. BOON, M.A.

Required, after Easter, a MISTRESS OF MODERN LANGUAGES (French and German), who will also be the Form Mistress of Form I. Candidates should hold an Honours Degree or its equivalent, have resided abroad, and have had experience in a Secondary School. Games a recommendation. Salary according to scale, but not less than £110. Application forms and copies of scale of salaries may be obtained of the undersigned, who will receive applications up to February 21, 1912.

HERBERT REED.

Assistant Clerk to the Education Committee.

Education Office, 15 John Street, Sunderland.
25th January, 1912.

NORTH RIDING EDUCATION COMMITTEE.

SALTBURN HIGH SCHOOL FOR GIRLS.

Wanted, on the 16th April, 1912, the following Staff Teachers at the Saltburn High School for Girls:—

(i) ASSISTANT MISTRESS, to teach English, Class Singing, Latin, Games. A Degree or its equivalent essential.

(ii) DOMESTIC SCIENCE MISTRESS, to teach Cookery, Laundrywork, Needlework, &c. An experienced Teacher essential.

Forms of application, with further particulars, may be obtained from the undersigned, on receipt of a stamped directed foolscap envelope for reply.

Cleveland District **WM. MENNELL.**

Education Office, Redcar. Clerk to the Governors.
24th January, 1912.

WYCOMBE HIGH SCHOOL.

WANTED this term, or as soon after as possible (May or September), a HOUSECRAFT MISTRESS. Diploma in Housewifery and training for Secondary School work essential. Initial salary £100 per annum non-res. Applications, stating (i) age, (ii) schools where educated (with dates), (iii) particulars of training in Housewifery (with dates), (iv) Certificates gained (with dates), (v) when able to begin work, to be sent, with recent testimonials, to HEAD MISTRESS, The High School, High Wycombe, before February 23rd.

NUNEATON HIGH SCHOOL

FOR GIRLS.—Wanted, in April, ASSISTANT MISTRESS, well qualified to teach Geography, Botany, and Nature Study. Good experience and modern methods essential. Salary £120 to £130, according to qualifications and experience. Apply—HEAD MISTRESS.

NEWCASTLE-ON-TYNE EDUCATION COMMITTEE.

RUTHERFORD COLLEGE SECONDARY DAY SCHOOL FOR BOYS.

Head Master: Mr. J. B. GAUNT, B.A., B.Sc.

Wanted, to commence duty at Easter, a FORM MASTER with a good Degree in Arts, chiefly for English subjects. Teaching experience in a Secondary School desirable. Salary £120 per annum, rising by annual increases of £7 10s. to a maximum of £150 per annum. In fixing the commencing salary the Committee will pay due regard to experience and qualifications.

Form of application and conditions of appointment may be obtained from the SECRETARY, Education Offices, Northumberland Road. Applications will be received up to 20th February, 1912.

AUSTRALIA.—GYMNASTIC

AND GAMES MISTRESS required (Large College). Swedish system desired. Salary £80 resident. Passage paid.—**HOOPER'S**, 13 Regent Street, London. Many good school vacancies. No booking fee. Stamp. Established 1881.

HIGH SCHOOL FOR GIRLS,

RIPON.—Wanted, in May, an ASSISTANT MISTRESS to teach History and subsidiary English subjects. Drawing or Swedish Drill and Games a recommendation. Commencing salary £110. For further particulars apply to the Head Mistress. Applications and testimonials should reach me by February 21st.—**M. KIRKLEY**, Clerk to the Governors, Town Hall, Ripon.

TO ASSISTANT MISTRESSES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. over 70 years), solicit applications from well-qualified Mistresses for the following immediate and after Easter Vacancies:—

Science Mistress wanted after Easter, to take Chemistry, Physics, Botany, Nature Study, Geography, and elementary Mathematics. Salary £100 to £110 (for more to a very suitable candidate) non-resident. Graduate necessary. No. 308.—**India—Graduate** wanted to enter upon duties at important School in first week in May. The work will be to prepare pupils for Degree Examinations. Very healthy climate, beautiful situation. Subjects: Latin, Mathematics, History, English, Logic. Salary £120 resident. Passage paid. Immediate application desired. No. 181.—**New Zealand—Graduate** (or equivalent) for high-class School in New Zealand. English, History, Literature, Latin, and elementary Mathematics. Member of Church of England essential. Age not over 35. Games desirable. Salary £100 resident. Passage paid. Wanted at once. No. 236.—**Assistant Mistress** for Public Secondary School, to teach Piano, Singing, Drill, English, and Painting or Needlework or Dancing. £100 non-resident. Wanted at once. No. 301.—**Assistant Mistress** for School in Ireland. Drawing and Painting chief subjects. A member of Society of Friends preferred. Salary about £50. Wanted after Easter. No. 303.—Wanted after Easter, for first-class School, **Mistress** for Physiology and elementary English. Salary up to about £50 resident. No. 205.—**Gymnastic Mistress** wanted for Church High School, Swedish Gymnastics, Dancing, and Games. Some Lower Form work. £40 resident. No supervision duty. No. 307.—**French Mistress** (native) wanted for Public High School. Must teach on the Direct Method. Good teaching experience necessary. Large School; 600 pupils. Salary £100 non-resident. No. 275 F.

For particulars of the above and other Vacancies apply forthwith, with copies of testimonials, to—**GRIFFITHS, SMITH, POWELL & SMITH**, Educational Agents, 34 Bedford Street, Strand, London.

60 STUDENT-GOVERNESSES wanted for good Schools on mutual terms—Board residence and lessons in return for services.

JUNIOR ENGLISH MISTRESS

required at Easter for Private School. Geography (Modern method) and History essential, Latin and Mathematics desirable. Apply, stating salary—**PRINCIPAL**, St. Denis, 14 Drumsheugh Gardens, Edinburgh.

WANTED, a trained experienced

MISTRESS to take charge of a small Cripple Day School recently started. Apply, stating salary required, to **THE WARDEN**, The University Settlement, Ancoats Hall, Manchester.

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THE ASSOCIATION OF HEAD MASTERS.

THE twenty-first Annual General Meeting of the Incorporated Association of Head Masters was held at the Guildhall, on January 10 and 11. After the official reception of the Lord Mayor, Dr. H. J. SPENSER, Head Master of the University College School, delivered his Presidential Address.

The Organization of Secondary Education.

All of them must be conscious that the time had come when the nation could no longer afford to shirk the task put to it by Matthew Arnold, in 1867, the organization of secondary education. To-day the whole business confronted them, grim, formidable, bristling with difficulties, largely attributable to their own neglect in bygone years. They were awaiting, not without apprehension, reform from without. Towards the unification of the profession substantial advance during the past year had been made on three converging lines—training, registration, pensions. What might be the ultimate outcome of the Council in Council establishing a common register no man could foresee, but for the present they hailed it as the capture of the first work. In the interval before the promised Teachers' Council could come into existence, they had before them the task already accomplished by their colleagues of the primary schools. Before they could make common cause with the other branches of the profession they must make common cause with each other. The next of a head master to settle things internal should be incontrovertible. The limit of useful external control was admirably defined in the Board of Education Report for 1905-6 as "the point at which it ceases to be an expanding and stimulating force, and tends to fetter or stultify." It was because they had never yet ascertained the greatest common measure of their knowledge and agreement that secondary education had afforded such a happy hunting ground for the crank, the faddist, and the charlatan. In the modern educational drama the most familiar person, *persona ingratisissima* to the schoolmasters, was the "distinguished educationist." Was there any other faculty or profession which tolerated the intrusion and the dictation of the amateur expert?

Quod medicorum est

Promittunt medici: tractant fabrilis fabri;

Scribimus indocti doctique poemata passim.

Still, when the oracles were dumb they could hardly complain that false prophets had arisen who led the people astray, and, incidentally, reaped the temple fees. Generally, in this country, the vital issues of education were neglected, or shirked, or treated from the religious or political standpoint, or from any standpoint save that of education. What they needed was a Ministry of Education organized for education and not merely for administration.

Schoolboy Undergraduates.

From the third volume of evidence given before the Royal Commission on University Teaching in London, it was clear that the traditional position of the older Universities, as regards the age of admission, was considered by those who knew more conducive to a high standard of material education than the empirical methods of modern Universities. It was no justification or palliation for the immature undergraduate to plead that otherwise he would not go to the University at all. Of the two alternatives, to stay in the upper form of a public school till eighteen was far better for the youth than to be forced into studies for which he is not ripe by the bribe of a degree at nineteen. It was deplorable to hear that, but for the Matriculation Examination, the University of London would be bankrupt. The report of the Consultative Committee on School Examinations was highly satisfactory in so far as it recognized the state of Egyptian bondage under which they were at present labouring. Of the three plans of reform suggested he preferred the one recommended by the Committee, but he shared Mr. A. C. Benson's doubt as to its feasibility on account of its magnitude and costliness.

Free Places.

Members had now had sufficient experience of Free Places and scholarship systems to lead them to some conclusion as to the necessity for some modification. They had learnt that the ladder must be widened so as not to lead a few boys to the University, but also to provide for the many preparation for the vocations of industry and of commerce. The ladder must be supplemented by the sieve so as to eliminate the unfit at successive stages. When once the leaders of the Labour party realized that, by an education intended merely to lead to the professions, a large proportion of the free-payers were left stranded and unable to bridge the gulf between unemployment and a wage-earning employment, the defects of the ladder would be remedied and secondary schools be relieved. They would, be hoped, at the same time realize that the attempt to combat social pressure by reducing secondary schools to bankruptcy might be

political heroics, but was bad business. He was sorry to hear Mr. J. L. Paton objecting to the term "ladder." A ladder demanded and stimulated ability to climb. Surely they did not wish to substitute for a ladder a lift!

The Rev. C. J. SMITH (Latymer Upper School, Hammersmith) moved:

"That, in the opinion of this Association, the time has now come when all private and proprietary schools and other educational institutions should be inspected by the Board of Education."

Inspection was offered free, gratis, but many did not accept it. The preparatory schools to the public schools were thoroughly efficient, but of the dames' schools, from which a large proportion of their pupils came, some were excellent but some were abysmal. Schools could escape inspection so long as they charged more than 9d. a week. There were modern "Do-the-Boys Halls" in existence to-day. Anybody could put up a brass plate and call his house an academy. There was another class of schools which he would call "Do-the-Parents Hall," in which colossal success waited upon impudence. You got yourself photographed beside the archway to affluence. One advertised that well-paid appointments are absolutely assured to those completing this course. You need not publish the name of a single member of the staff. You need not publish any qualification you yourself have for the post of supervisor. All you need do is to promise luscious fruit and charge high fees. You need not build classrooms; any house will do. Having said that they gave individual attention to each pupil, they might, with impunity, publish the photograph of one unfortunate man lecturing a hundred pupils; their own limit of thirty five was nothing. They could pack the children like sardines, and in that sense they would be real cramming establishments. When the children go in for examinations, let the staff occasionally deputize for them. Wise parents would ask for the lavish promises of the advertisement to be made in a legal document and stamped. What a change inspection would bring about. Who could say that inspection had terrors when ninety of the public schools had already been examined and declared efficient, as well as many private schools? Scores of improvements in his school could be traced directly to the visits of Inspectors.

Mr. R. F. CHOUMLEY (Owen's School, Islington) seconded.

Mr. KAYE (Bedford) agreed fully as to the desirability of universal inspection, but doubted whether it could be carried out. He instanced the prospectus of a school which advertised that thirty acres of playing fields were attached to the school. It turned out that this was a public park.

An amendment was moved to allow the inspection to be conducted by the Board of Education or some body approved by the Board. The amendment was, however, defeated by a very large majority. The resolution was then put and carried against very few dissentients, and was referred to the Council for action.

Dr. ALEX HILL, Secretary to the forthcoming Congress of Universities of the Empire, stated that all the fifty-two Universities within the Empire would be represented, and explained the program.—Dr. ROWTON, sometime Music Master in Bradfield College, stated that in his experience there was no difficulty in making music a regular part of the curriculum. He had found most head masters, even the non-musical, eager to promote the study.—Mr. F. W. SAUNDERS (Oundle) urged that any logical treatment of mathematics in schools should be frankly abandoned. Euclid had gone and geometrical propositions should take a very subordinate place. Trigonometry should be started in the lowest forms of the school.—Mr. P. SHAW JEFFREY (Colchester) urged that a larger place should be given to observational science. The least useful part of science teaching in country grammar schools was chemistry. Physics should be taught as a practical branch of mathematics, and he did not see why cookery should not be included under science.—Mr. JENKINS THOMAS (Hackney Downs) drew attention to the early leaving age in secondary schools. Of 84,914 boys in secondary schools, in July 1910, only 6,574 were over sixteen and only 507 over eighteen. It was only in this respect that, in his belief, English secondary schools were superior to those of France and Germany.

The morning session of the second day was devoted to private business. It was announced that a resolution had been carried welcoming the adoption of some scheme whereby success in the War Office Examination for Certificate A might reckon in School-Leaving Examinations.

Teaching of Latin.

Dr. ROUSE read a paper advocating his reformed method of classical teaching. The subject of classics was now being assailed on all sides. It was attacked—ill advisedly from their point of view—by the specialist teachers in other subjects. More formidable foes were those like the gentleman who wrote to the papers signing himself "A Dunce"—men who had passed through the classical mill and had brought away nothing, or thought they had brought nothing away—not quite the same thing. If the classicists in their turn were

asked what they had brought away from the study of algebra or geometry, they might be tempted to make the same answer, but it would not necessarily be true. They must, however, in candour, confess that, at present, not only in the case of dunces but of intelligent men, the result of classical teaching was often small and incommensurate with the time spent. The cause was double. It was partly due to the excessive time devoted to classics, and partly to the wrong methods employed. In the smaller grammar schools and those schools which received a large number of elementary scholars, the study of Latin and Greek was postponed and an examination of the University Entrance Scholarships showed that no bad results had followed from the postponement. In one year as many classical scholarships had been won by pupils from these schools as by pupils coming from the great public schools. Dr. Rouse proceeded to set forth his well known scheme of language teaching—French, Latin, Greek, German, the last two as alternatives, with English taught concurrently all through the course. As to method, the right way was to bring the language into direct contact with the interests and life of the boy. No school subject should be taught so as to produce disgust either in teacher or pupil.

Mr. H. CRADOCK-WATSON (Crosby) doubted whether Dr. Rouse's method of oral teaching would do much for the boy who left school at sixteen. He had given the oral method a fair trial in modern language teaching and still felt very doubtful as to the results. In Latin something more or less distasteful to boys had to be learnt, and he had not much belief in gilding the pill. After all, they had to fall back on the good old rule of making a boy work.

The Rev. R. F. ASHWIN (Brackley) remarked on the difficulty of obtaining masters with sufficient colloquial knowledge of Latin. If they could command an unlimited supply of Dr. Rouses, the Rouse method would be splendid.

Mr. G. H. CLARKE (Acton) found that, under the oral system, a boy could be brought up to the London Matriculation standard in three years, and that boys so taught were far keener to learn than under the old system.

Mr. R. H. ELLIOTT (Rishworth) said that thirty years' experience had convinced him that the faculty of memory was most strongly developed in boys from nine to twelve, and knew nothing that paid better with them than the learning of Latin forms. What they then learnt they never forgot. He dissented from the new doctrine that all learning must be made pleasant. It was a wise saying of Aristotle that all learning was accompanied by pain. As a training for life they must set boys to do something that was not easy and was not pleasant.

The Rev. W. MADELEY (Woodbridge) entered a protest against the doctrine that, in order to be useful, subjects must be made painful. His experience of the Rouse system as practised by Dr. Rouse's imitators was not encouraging. Boys so trained came to him knowing nothing definite at all.

Dr. ROUSE, in reply, said it was no part of his method to substitute interest for effort. Some speakers had confounded two different things—what was pleasant and what was easy. His aim was to make boys wish to attempt difficult things. If the utility of subjects was to be measured by the difficulty, why not take Chinese? The problem was how to make Latin profitable for boys who left school at sixteen. He believed that his method had partly solved it, but if they failed in this, Latin would have to be abandoned altogether as a subject of school instruction.

The Conference closed with the usual votes of thanks to the Court of Common Council, the Lord Mayor, and the Preacher.

MODERN LANGUAGE ASSOCIATION.

AS the Master of University said in his after-dinner speech, the key-note of the Annual Meeting, which was held on January 4 and 5 at Birmingham, was Internationalism. It formed one of the topics of the Presidential address, and a special feature of the gathering was the presence of two delegates, Dr. Gropp and Dr. Karl Schmidt, from the German Committee for the Exchange of Children, who described the work of the Committee and pleaded for more English children for German homes.

On the first day, after Mr. Neville Chamberlain had welcomed the meeting in the name of the University, in whose buildings it was held, the Presidential Address was delivered by Mr. J. L. Paton.

Mr. PATON said that during the last quarter of a century there had been notable signs of improvement in modern language teaching. Pronunciation was no longer a matter of haphazard imitation,

but was taught scientifically and was regarded as the first thing to achieve. Conversation was not a special addendum, but the vehicle of instruction, and if a master could not teach through conversation they had no use for him. Composition was not the laborious reconstruction of an English original, but a means of self-expression, primarily oral, later on written, always, except in the highest stage, free. The reading-book was no longer choked by shoals of annotations, but allowed to speak for itself. These reforms would not have been possible without the help of the Association, which had done well to keep its attention centred on teaching and leave such matters as administration, salaries, and external conditions to other societies, to whose elbow, at the same time, he wished more power. That was the right policy. Let the teacher be worthy of his hire, and before long the hire will be worthy of the teacher. The classics owed much to the modern language reform movement. They could not quicken one part of our educational system without, at the same time, sending a quickening thrill through all the rest. The discovery was being made that Latin and Greek were not dead languages. Classical teachers might not catch up modern language teachers, but they were on the same track. There were many differences of opinion, but these need not hinder their effectiveness in working for a common aim. Let them keep their eyes fixed on the big things, and small obstacles would appear no longer insuperable. The first aim of the future must be high academic qualifications for the modern language teacher. He must be as much a "scholar" as any master on the staff. To attain this end a more intimate connexion between the modern side and the University was needed. Mr. H. C. Devine, of the Future Career Association, had prepared for him some tables showing the number and value of scholarships given for modern languages at Oxford and Cambridge. From this it appeared that, during the academic year 1910-11, there were awarded at Cambridge one scholarship and one exhibition for German, two close scholarships for modern languages, and two scholarships and six exhibitions for classics, history and French combined, while at Oxford four scholarships of £50 each were given for modern languages. But, as the Master of Gonville and Caius had pointed out, the fault did not lie altogether with the Universities, and he did not wish to blame them. Candidates were lacking as well as scholarships. What was wanted was to open up the Universities to the modern-side boy. He hoped Oxford and Cambridge would soon pay some attention to domestic matters. Frederick Temple, in the forties, calculated that Balliol could be run for £40 a man per annum. Why is it still four times as much to-day? This affected modern-side boys more than classical boys because they were usually poorer. He would pass on to another of their aims, the furtherance of mutual understanding and concord amongst the peoples. If, like the Tibetans, they believed they could get rid of disagreeable things by writing their names on slips of paper and throwing them into a bonfire, they would all agree in writing down first the word "war." Last summer the grim terror of a European war had overshadowed them. That such a war should be possible was a black blot on their boasted civilization. That it should never again be possible must be the fixed purpose of every individual and every association of individuals which cares for the progress of the race. Such, he believed, was the fixed purpose of Omnipotence. And amongst the tools with which Omnipotence carried out "its deep designs of never failing skill," next to the work of the Christian churches he placed the work of the modern language teachers of this and other countries. Racial friction was due to racial ignorance. Peace was only possible between those who understand one another, and folk cannot understand one another unless they know one another's language. Internationalism was to be the note of the future, just as nationalism had been of the past, hundred years. What we need, as Lord Haldane put it, is "education in mutual understanding." It was these considerations which made the rapid decline of German teaching in our schools so serious a matter. If it went on unchecked it would be nothing short of disastrous. Travel was of great value, but only on the condition that the travellers could talk with the natives of the country. But travel, they would say, was expensive. No doubt, if people went to hotels, but there were ways in which boys and girls could travel without making use of hotels. First, there was the exchange of children between English and Continental families; next, there were the journeys of the German *Wandervogel*. They had been imitating these in a small way in Manchester. For the last three years he had got some of his boys' parents to volunteer a week's hospitality to German boys, who had come over partly through the instrumentality of the Anglo-German Friendship Committee, and partly through that of old student-teachers of his school who were resident in Germany. These invitations had been reciprocated by kind friends on the other side, and had led to the formation of many happy friendships. Then, in 1910, thirty boys carrying light pioneer tents had made a marching expedition to Germany, and last year two of his masters took parties to the Black Forest and North France. The cost of the Black Forest

expedition, to take one example, had been £5 a head and nine hundred miles had been covered. The unvarying and disinterested kindness which they had experienced had brought them into close touch with the people of the country. To assist mutual understanding there was nothing better than such schoolboy expeditions, because the best way to counteract prejudice was to prevent its being born. It was their business as teachers to call in the young to help to solve the greatest of all the problems of our civilization; it was their privilege to fit them for the work, and it was their faith and hope that they did not work in vain.

In the afternoon the question "What command of English should a Child possess before beginning the Study of a Foreign Language?" was discussed.

MISS HART (Sydenham County Secondary School) sent a paper, in which she said that modern language teaching suffered a great deal from the faulty teaching of the mother-tongue in the earliest stages of education. There were three main kinds of difficulty. (1) Many children who come to a secondary school at the age of ten or twelve bring with them the results of an undesirable, because artificial, method; their English is unnatural, more or less ungrammatical, and often devoid of both sound and sense. (2) Children who have had the best social advantages are either painfully silent and shy, "dumb" in the expressive American phrase; or else (3) they are full of spontaneity and of ideas, but are quite unable to give the latter any literary form. She suggested the following scheme for the four years of school life preceding the learning of the first foreign language—that is, roughly, the years six to ten. Even before the age of six a Froebelian training gives practice in free and really self-expression. A phonetic training is indispensable for correcting or preventing bad accents, faulty intonation, local, provincial, and colonial peculiarities, and fashionable affectations in speech. The speech organs must be trained by regular breathing and vocal exercises. But ear-training was of the greatest importance of all. She laid great stress on the use of a phonetic script. Every lesson afforded scope for self-expression and composition, but direct language teaching would be given in the daily story-telling, and recitation or reading lessons. The dramatic instinct could hardly be over-developed in English children; they should live all the episodes and stories that they are learning. Written work would vary from a line or two at the beginning of the first term to a page or two at the end of the first year. The easier spellings should be taught at this stage and some elements of grammar, but the use of grammatical terminology should be avoided. The second year (seven to eight) would see the children ready for a continuous story, and some fairly rapid reading out of school might be indulged in. Story writing might be extended to three or four pages. Practice in letter-writing should be given. The simplest grammatical terms might now be learnt; but the utmost caution should be used against purely formal work in grammar and good *rational* answers insisted on in every analysis. In the next two years the most important step preliminary to the teaching of a foreign language is taken. For physiological reasons it would be desirable to begin French at once, but as this was impracticable in most schools, the next best thing is that modern language teachers should teach the mother-tongue to their future pupils. In addition to the development of the work done at former stages the intensive treatment of selected passages can now be entered upon, such passages being first read aloud and generally understood, next analysed, sentence by sentence, from the point of view of its ideas, tone, language, grammatical and literary construction. Every detail should be made absolutely clear, and directly or indirectly its value as an artistic whole brought home to all. Passages distinguished by beauty of language should be learnt by heart. Original compositions should be frequent, two or three a fortnight. These should include letters of all kinds, descriptions, narrations, scenes to illustrate proverbs, imaginary dialogues, besides the daily written exercise of reproduction, summary or grammar. At the end of such a period of training as had been described, the child's powers of observation, of concentration, of audition, and of self-expression in English would be in good working order; he would be able to adequately understand and use his mother-tongue in thinking, speaking and writing. He would therefore be fit to acquire a new means of self-expression.

MR. L. J. JONES (Whitgift School, Croydon) read a paper which was mainly a plea for the teaching of English grammar. There had been lately a distinct change of attitude towards this subject. Formerly it was a main branch of the study of English and was regarded as an excellent form of mental discipline. There was a tendency now to discard this theory: this tendency had been encouraged by the Board of Education who, in the Circular on the Teaching of English, said: "There is no such thing as English grammar in the sense which used to be attached to the term." The unpopularity of grammar was due to two causes: first, it had been badly taught; and secondly, modern methods do not countenance it at the

outset of beginning a foreign language. It was argued that, if the foreign language teacher can do without it, the teacher of the mother-tongue can. It was forgotten that the former only postponed grammar to a stage which children had already reached in the mother-tongue when they came to school. It was a great hindrance if the simple grammatical terms were unknown to the pupils.

MR. J. G. ANDERSON sent a paper in which he put in a plea for formal grammar, taught inductively, rationally, and as a mental discipline. English was poor in accident, but not too poor to illustrate most points of importance, and it was very rich in syntax. In English alone could the direct method be employed fully. He urged the necessity of uniform nomenclature in dealing with all grammatical terms and functions. In addition, children of ten to twelve years of age should have had some systematic instruction in word-building and sentence-making. There was no doubt that grammar was often tabooed, thanks to the influence of the Board of Education. Two other things of great importance were frequently neglected—intelligent reading and correct pronunciation of the mother-tongue. Phonetic training should be begun in connexion with the study of the mother-tongue.

The discussion turned mainly on the points of phonetics and English grammar. Prof. RIEPMANN thought correct speaking was impossible without grammar, and wanted a mission on phonetics amongst teachers of English. He thought Miss Hart's demands for the first year too heavy. Psychological reasons as well as physiological must be taken into account in determining the age for beginning a language, and eight was too young.—MISS ALTHAM wanted phonetics taught before a foreign language was begun, while M. LAVALLÉE (France) said opinion in France was divided about phonetics, and Dr. DÖRR (Germany) said it was difficult to get German teachers to give instruction in them.—MISS JANAU was struck with the facility with which English children picked up French sounds.—MR. SAMSON (Aston Grammar School) and Mr. LINSFORTH (Bolton Grammar School) both lamented the incapacity of a large number of the "free-placers" to speak their own language, and both advocated phonetics, the latter also saying that the study of a foreign language helped English and roused a desire to speak English well. The difference in the reading of English after a year's work in a foreign language was very marked.—MR. PARDOE (Handsworth Grammar School) thought Miss Hart was a little in the clouds. All he asked for was the ability to read aloud distinctly, to reproduce orally and in writing, and the comprehension of a few elementary notions of grammar.—MR. AGER (Tettenhall College) referred to the great importance of training children to put down their ideas correctly on paper. Drill in the essentials of grammar could not be too much insisted on.—MR. RUMER (Whitechapel Foundation School) had many pupils who spoke Yiddish, but he found that he could get decent French out of them. Still his English colleague taught phonetics. English masters should certainly be induced to teach some English grammar.

At the close of the discussion, the PRESIDENT, who expressed himself as strongly in favour of grammar, asked for a show of hands on two questions:—Is it desirable that English phonetics should be taught before the pupil begins a foreign language? Is it desirable that, before beginning a modern language, a pupil should know sufficient grammar to distinguish parts of speech and parts of a sentence? The meeting answered both in the affirmative, there being only four dissentients in the first case, and three in the second.

Prof. WICHMANN read a paper on "The Importance of German to a Commercial and Industrial Community." After arguing that modern languages ought to be on an equality with ancient languages in educational schemes, he said that what was of vital importance to England was the will of the nation towards progress. Progress had two tendencies; it was directed either towards a mastery over Nature, or towards a mastery of culture. In actual life the two could not be separated, but it was convenient to consider them apart. For the mastery over Nature research was required, and more research was done in Germany than in any other country. The results were accessible only in German books and periodicals, few of which were translated. Huxley once said he had to use at least six German books for one English book. In recent years as many new books were printed in Germany annually as in England and France together. In English Universities the Faculties, both of Arts and Science, had found themselves compelled to make a reading knowledge of German compulsory for all students who enter upon research work. Americans called German the Court language of modern Universities. In the chemical industries, the manufacture of electrical machinery, the employment of the waste heat of furnaces, and the afforestation of moorlands, England had much to learn from Germany. Turning to culture, he said the study of any foreign language would create in boys a whole-hearted feeling of doubt about the superiority of his own nation over all other nations. In Germany there was now a widely spread knowledge of the conditions prevailing in other coun-

tries, sincere goodwill towards foreign nations, and a strong will to live at peace with them. Had not this been the case, perhaps, a few months ago, better counsels would not have got the upper hand over national passion, stirred up to fever heat. It used to be said that the Prussian schoolmaster had won the battle of Sadowa. Last summer the German schoolmaster had done something infinitely greater—he had saved the peace of Europe. In philosophy Germany held the first place, and German philosophy had become the philosophy of the world. It was untrue to say that modern thought rested on ancient philosophy; it was really a new and independent creation. The modern way of regarding things and their relation to the mind had nothing in common with the Greek way. The modern thinker took nothing for granted, piled up observations, and was shy of general conclusions and great systems of thought. If Aristotle could return to modern life, he would get used to railways, motor-cars, and aeroplanes in a few weeks, but it would take him years of strenuous work to rid himself of his mode of thought. He pleaded for more German in English schools.

On the second day the chair was occupied by the incoming President, Dr. R. W. MACAN, Master of University College, Oxford.

Mr. ROBERT opened a discussion on "The Means at the disposal of Teachers for keeping in touch with the Living Language." He said that the teacher, like the fiddler, must keep his musical instrument in tune and his ear sensitive; he must acquire and maintain a *mémoire-habitude* of the sounds, a memory, not of images, but of sensations, and lodged, as it were, in the muscles of the throat and mouth. The teacher should practise his "phonetic scales" every day. The tone or "tune" of the living language was more difficult to acquire than the individual sounds. Each language had its own "tune." What would the "Marseillaise" sound like if played, correctly as to the notes, but to the time and with the sentiment of "God save the King"? The teacher can guard against that kind of thing by setting to a kind of "music" pieces of poetry or, better, of prose, in the following way. The piece is written down in phonetic script, and then above each vowel is placed a horizontal line varying in length with that of the vowel, and in position or height above the symbol with the pitch; a little vertical line may mark a pause. Learning pieces of prose by heart and reciting them to the tune thus set down was a most profitable exercise. To keep up vocabulary, reading was insufficient; the teacher should constantly write essays and letters which should be submitted to the criticism of competent persons.

Miss BREW (Godolphin and Latymer Girls' School) discussed "Holiday Courses" which she considered to be inferior as a means of refreshing one's French to residence in a family. For many teachers there was, however, for economic reasons, no alternative to attendance at a holiday course. The large numbers which take part in the courses were the great difficulty; they ruined the practical work. Better classification of the students was in some cases greatly needed. The speaker also gave an interesting account of the Holiday Courses at Paris, and concluded with the remark that a student might get much advantage from a course if he has some definite aim in view and does not lose sight of it.

Mr. PARDOE read a paper which was, on the whole, adverse to Holiday Courses. The lectures on literature and general topics were often delightful and stimulating; the *lectures expressives* often interesting; and phonetics, handled by such a man as L'Abbé Rousselot, thoroughly practical. But the conversation classes were usually worthless because of the large numbers, and the general arrangements often left much to be desired. He would rather recommend teachers to live in a family, attend a few lectures outside, and, for conversation, supplement ordinary conversation by attaching to oneself a personal guide.

Mr. SAMSON and Mr. ALLFRESS (City of London School) took the same view as Mr. Pardoe and preferred residence in a private family. Miss GATHERAL thought the social side of courses was most important.—Prof. RIPPMAAN referred to the use of the gramophone for "tuning up" purposes. He thought authorities who gave bursaries ought to let their students reside in private families, and that there ought to be an authoritative inspection of Holiday Courses.—Mr. HUGH was inclined to disagree about the value of the gramophone.—Mr. BRIDGE thought the time had come when Holiday Courses should be differentiated, one concentrating on practical work, another on literature, and so on. At present too much was attempted in each course.—Dr. DÖRR favoured the private-family plan.

Prof. CHATELAIN gave an address on "Le Sens classique renouvelé chez quelques Poètes français contemporains," of which the following is a summary.

Ch. Guérin (1873-1907). Olivier Caemard de la Fayette (1877-1906) et Léo Larguier, né en 1878, ont eu vingt ans au moment où la génération littéraire des grands Symbolistes était à son apogée (Verlaine, Mallarmé, Moréas, etc.). Ils ont subi leur influence, surtout les deux premiers. Mais comme Moréas et Henri de Régnier, ils se sont ensuite tournés vers

d'autres formes de poésie, et ils ont retrouvé le sens classique. Leur poésie personnelle atteint à un certain degré de généralisation, d'où un intérêt plus général; ils disciplinent leur émotion et ordonnent leur ardeur, évitant le désordre romantique; leur style est plus sobre et plus pur que celui des romantiques, leur vers est plus solide et plus plein, et les effets de rythme et d'harmonie qu'ils produisent sont toujours légitimes. Ch. Guérin, dans "Le Semeur de Cendres" et "L'Homme intérieur," s'élève jusqu'à la poésie philosophique de Vigny, mais il diffère de lui par sa sentimentalité plus passionnée et son don d'observation délicate. De la Fayette, dans "Le Rêve des Jours" et dans "La Montée," unit une flamme lyrique aussi noble et pure que celle de Lamartine à une faculté verbale qui traduit les vibrations de la lumière et les frémissements de la sensibilité. Larguier, qui se rattache à Hugo et à Gautier beaucoup plus qu'aux Symbolistes, est dans la pure tradition des lettres françaises; il dessine, il sculpte, mais en même temps il évoque. Son instinct rythmique sûr et les sonorités imitatives font de "La Maison du Poète" et des "Isolements" deux recueils où l'on peut puiser pour l'enseignement dans les écoles des textes d'explication, d'analyse littéraire, accessibles et instructifs.

The address was interspersed with readings from the three poets discussed, which added greatly to its enjoyment.

A paper by Prof. SONNENSCHNIG on "The Study of Latin in the Age of Elizabeth" concluded the meeting.

NORTH OF ENGLAND EDUCATION CONFERENCE.

OF conferences the name is legion, and as they multiply each year the movement must gather force for combining them in a grand annual parliament of educationists. But the North of England Education Conference must stand alone. It has unique significance; representatives of Local Authorities from Liverpool to Newcastle and from Blackpool across country to Sunderland mingle with delegates from Northern Universities and from a long series of societies—from the Training College Association down to the Association of Teachers of Domestic Subjects. These limits are not narrow, but the company is still more comprehensive. H.M. Inspectors rub shoulders with Local Inspectors and forget all about the Holmes Circular. Teachers, too, feel themselves unuzzled and speak out frank words to officials and Inspectors alike. And then we find that other rather more nebulous class—the educationists proper, who study the child in the abstract. The House of Lords was represented by Earl Grey and Lord Barnard; and the lords of industry and commerce came and were not silent. It was a cosmopolitan assemblage in the stately hall of Armstrong College, Newcastle-on-Tyne, January 5 and 6.

The lighter side of the Conference was too marked a feature to be passed in silence—the Civil Reception held by the Lord Mayor (Sir W. H. Stephenson, D.C.L., D.L.), the *Conversazione* given by the Council of Armstrong College, and other social amenities which were not printed in the program.

Sir HUGH BELL, Bart., D.C.L., LL.D., was the overshadowing personality of the first session. His high position in the industrial life of the North, his zeal for the enlightenment of the people, his sincere words, shot through with playful humour, carried all with him. Every one felt the fitness of speaker to theme and theme to speaker. "Education and Practical Life": in Sir Hugh the two are wedded, as he claims they ought to be in the schools. He seemed to think the audience might be disinclined to agree with him that education is *not* a teaching of mere facts. Perhaps he was right; the ancient tradition dies hard. Sir Hugh pointed out that "facts" are uncertain, changing with changing years. And "just because of the uncertainty do we want to train the mind which has to deal with the external world.... By education I hope to teach each one to use the implement he possesses better and better for the purpose for which it appears to be destined"; the mind being this implement. "The mind must meet the ever-changing conditions of the external world with an alertness which was never so great as to-day." With this as text, Sir Hugh Bell pleaded for the removal of mischievous narrownesses. Learning should be freed, for instance, from priestly domination, under which it had lain so long. Educational debates in Parliament are battlefields where rival warring sects meet. "Non multa sed multum" is the watchword of true education; not encyclopædias but citizens the finished article. Specialization, therefore, should not come so early as it tends to do. "Let us try to give instruction which will stand the strain of those two fatal years which elapse now between emancipation from the discipline of the school and the shouldering of the discipline of life." And in a peroration the raising of the school age to sixteen,

to cover these two crucial years, was urged with due confidence that "the productive capacity, and with it the physical well-being of the people, would, within a generation, be increased out of all proportion to the immediate loss which would be sustained." There is nothing new in Sir Hugh's address; most of the ideas are current coin. Quite so; but his superscription made them pass for high value in the Conference.

Many speakers and many gospels followed. Lord BARNARD was specially good; he is an authority on agricultural education. He found him-self in complete accord with the general principle of the paper. "A good, sound, general education is wanted to make a good farmer; and this must come prior to technical training."—Mr. THOS. BELL appealed, as the head of a business firm, for thorough teaching of modern languages, particularly Spanish.—Earl GREY gave Canadian illustrations of Government enterprise in agricultural training.—Mr. G. BUTLER, the nephew of the Master of Trinity, defined school as wider than any walls. And so the discussion kindled into candid and lively utterance, a burst of acclaim greeting the demand for higher salaries, "that the best men in the land might not disdain the office of teachers."

Sir HUGH BELL's impromptu replies were even better than his set oration. Every critic who challenged him into reply should be thanked. Here are a few chance gems: "Teaching is much more like poetry than pig-iron: you cannot manufacture it"; "the ideal education authority is the authority that leaves you alone"; "the less we can do from London, from Newcastle, the better"; "the Government is just you in another way"; "it were better if boys were more out of school than in it: they should have more instruction in the open air and about it."

The afternoon session was sectional and each could follow his own interests. An important debate took place on the question of the plannings of elementary school buildings, Mr. J. E. DOGHERTY, of Newcastle, and Mr. TOPHAM FORREST, the Architect to the Northumberland County Education Committee, introducing the subject. So far as one could gather, the opinion generally accepted was that new plans would proceed on the lines of variants of the pavilion or courtyard type, with a segregated hall, and with classrooms for forty or fifty instead of sixty children. A "games day" as part of the routine of each elementary school was mentioned by Mr. Dogherty. He suggested the provision of grass fields for groups of schools.

Sir WALTER PLUMMER presided over a discussion as to teaching history by local records. Prof. HEARNshaw, of Armstrong College, and Mr. G. P. DUNN, a Head Master of Corbridge-on-Tyne, or, to use the Latin name, of Corstopitum, were the principal speakers. Mr. Dunn described the work of his scholars. They visited castles and ruins in the privileged neighbourhood. It was important to obtain the correct atmosphere on these expeditions. On the way there and back old English songs were sung. Returning to the school, the significance of the place they had visited was fitted into the national story. The children made their own history textbooks, with local notes. Local biographies were freely used, and with excellent results.

Miss BURSTALL, of Manchester, led the attack on examinations at a conference on this vexed subject. She held that examinations should follow teachers and not *vice versa*.—Dr. BEARDER, of the Northallerton Grammar School, advised those who disliked examinations not to hold any. He had abolished examinations and marks alike.

"MICHAEL SADLER"—that was the great name among the delegates on Saturday. "Education and the State in relation to (a) Curriculum, (b) Finance, (c) The division of control as between the Central and Local Authority"—the theme was worthy of the statesman. Terms were first of all defined. Even Matthew Arnold spoke of the State in a loose and ambiguous sense. "Fallacy" is one of Prof. Sadler's typical words; he used it to describe the view that the Codes and Regulations of a Government Office are identical with the considered judgment of the whole community. And he swept away the cobwebs from the word "education"; private and unsubsidized schools, institutions such as public libraries and art galleries, trade customs and social traditions must be held in remembrance, though it was his purpose to employ the term in the narrower sense of organized instruction. He contended that the complete control of education by the State is inexpedient and impracticable. The mind is free, though it may be cramped by mistaken forms of State control. No governmental regulation can thwart the intellectual destiny of a people. On the other hand, *laissez-faire* is as false a gospel as the doctrine of collectivist control. The essential thing is that the intellectual and moral autonomy of every school, college, and University should be secured, subject to the enforcement of sufficient guarantees for the adequate discharge of appointed duties.

Educational vitality is the best thing that public money can buy. This was Prof. Sadler's golden dictum on the question of the State

in its relation to curriculum and inspection. A school should have freedom of development. The State might well diffuse among educationists accurate and lucid records of what was being done in the best schools everywhere. It had, as instruments, the press and the public libraries. Another practical suggestion was for the provision of provincial head-quarters for the inspectorate. At each of the chief centres the Government might open an office where the Inspectors (primary, secondary, and technical) could regularly meet, where a staff of clerks could relieve them of the more mechanical part of their correspondence, and where records of their experience of the schools in the district could be preserved.

Finance was passed in review. In elementary education the results were presumably beneficial in practically equal ratio in each area throughout the country. It seemed a fair principle, therefore, that half the expenditure should fall upon the Treasury and half upon local rates. The Local Authority should be left free—even encouraged—to enhance its own system by contributing more than the normal. And endowments should be used to raise the efficiency of the favoured schools, not allotted to the relief of rates. Else, what motive for benefactors to give money? In secondary and technical education of the lower grade, the same principle of division might apply. But, in the higher grade, it seemed just that the national contribution should be two-thirds, and the local one-third. The logic for this was that such education must be focused at certain centres which do not derive advantage commensurate with the expenditure. And the product of the highest types of education is frequently needed for work of a predominantly national character. The spending of public money in the distribution of educational information deserved praise.

Finally, the Board of Education might organize more effectively the machinery of consultation. An Educational Council comprising representatives of the Local Authorities, urban and rural, as well as of the teachers, the Universities, &c., might be established and given an office at Whitehall. With it might be merged the present Consultative Committee; and the Teachers' Council might well be one great section of the larger body.

"Would that he were at the Board of Education!" This was our whispered tribute; no less so when he wound up the debate in a speech of far-sighted, full-souled statesmanship. And the whisper sprang to the lips as he appealed for a change of temper and attitude on the part of those who directed English education. Two speeches justified the holding of the Conference; they were those of Sir Hugh Bell and Vice-Chancellor Michael Sailer.

We needed the afternoon to ponder the wisdom of the morning; but other meetings were held. The Awarding of Scholarships and the Methods of Raising the Moral Tone of the Corporate Life of the Schools, were the topics down for debate. Meanwhile, Sir W. B. RICHMOND, R.A., and the Hon. WALTER JAMES discoursed on the place of art in a liberal education.

What a banquet it all was, this Newcastle Conference! Surely, no other gathering provides such goodly fare, such high challenging of thought, such wealth of practical suggestions. And there was the Publishers' Exhibition; in fact, so much that one had to be content with mere glances when one hungered for depths. Nottingham is the arena chosen for 1913.

THE CLASSICAL ASSOCIATION.

THE Annual Meeting of the Classical Association was held at King's College, Strand, on January 8 and 9. The chair was taken by Dr. KENYON, of the British Museum. After a meeting of the Council, Miss H. L. LORIMER (Somerville College) read a paper, illustrated by lantern slides, on "Dress in Homer and in Archaic Greek Art." In the afternoon the question of Greek and Latin as alternatives was raised by a motion of Prof. ERNEST GARDNER, who moved:

"That it is desirable that Greek should be made an alternative subject of study with Latin in institutions where one classical language alone can be studied."

He advocated co-operation with the Hellenic Society, with whose Memorandum on "The Place of Greek in Education" their Association was in general sympathy. The present time was a critical one for the study of Greek; and there were two possible lines of policy open. Either they might stand firm on privilege and defend Latin as a citadel, even if the outwork of Greek is lost and in this case Latin was not likely to survive much longer; or, by an active propaganda, defend classical studies, and Greek in particular, on their merits; and in this case the advocates of Greek had the easier task; for the Greek authors are obviously the more suitable for school reading, especially if Homer and Herodotus be not excluded, and the

Greek classics were more in touch with modern life and thought than the Latin. If there were not time to fit both classical languages into the curriculum, must Latin always be the one chosen, and might not Greek sometimes be substituted for it altogether or in part? It was an anachronism to regard Latin as the necessary basis for all literary and scientific education. In many studies Greek was the more useful. To give Greek a fair chance on its merits two things are essential—first, that Greek and Latin should be alternatives, where both are not required in University entrance examinations and their equivalents; and that the test for Greek should not be merely in grammar, but in intelligent reading and translating of classical authors; and, secondly, that all those responsible for classical teaching in schools should be competent to teach Greek as well as Latin. It would therefore be a grave mistake to allow honours in Universities in one classical language only. If the choice of Greek involved no subsequent disability and the possibility of learning it were brought within the reach of all capable of profiting by it, what remained was to convince teachers and parents of its educative value, and to encourage its study, especially in girls' schools and other schools free to choose their curriculum.

[The Recommendations of the Council of the Hellenic Society, based on the Report of a Special Committee appointed to consider "The Place of Greek in Education," are, in brief, as follows:—

1. Wherever only one classical language is required Greek should be admitted as an alternative to Latin. Any movement to allow Classical Honours to be taken in one language only should be strongly opposed.

2. *The Public Schools.*—Representations should be made to head masters urging that an opportunity of learning Greek should be given where it does not exist at present to boys who have not already begun it at a preparatory school. A prominent place should be given to the study of the great non-Attic authors, especially Homer and Herodotus.

3. *Other Secondary Schools.*—Greek, although it could not be given a position of privilege, should at least have a fair opportunity on its merits and not be placed at a disadvantage compared with other subjects. As far as practical, an opportunity of learning Greek should be placed within the reach of all who desire it or are capable of profiting by it.

4. *Girls' Schools.*—The educational value of Greek and its suitability for inclusion in a curriculum not so heavily burdened by the necessity of preparing for professional examinations, should be brought home to head mistresses.]

Prof. GILBERT MURRAY, in seconding, disclaimed any prejudice against Latin. Even in poetry, where Greek was supposed to be supreme, he reckoned large portions of Latin poets among the priceless and permanent treasures of the world. It would be most unwise to appear to be running one language against another. It was a strange phenomenon that while education as a whole was on a rising wave, while education was better and more diffused than ever before, Greek alone should be on a falling wave. He recognized that there was (1) a real grievance against the old-fashioned classical education as being too uniform and too narrow, and (2) much prejudice against Greek and bad feeling on the part of people who, in their youth, had been compelled to study Greek, when their whole natural bias was perhaps towards science. But there was great danger now of a new uniformity in the modern course which would be as disastrous as was the old; and, however few the people might be who wished to learn Greek, if only 5 per cent., their liberty of option should be respected, and he was sure that even those who learned Latin only would be the better if some people learned Greek. It was bad that everybody should be educated in the same things only, and it would be a miserable catastrophe if England became a nation to which Greek was an unknown tongue.

Dr. ROUSE pointed out the practical difficulty of offering an alternative in schools of moderate size, where it might mean an addition of two to the staff.

Mr. J. W. MACKAIL opposed the motion, protesting, first, against the doctrine, that Latin and Greek could be regarded as fairly alternative. To approach them indifferently was to ignore history. We derive our civilization and our life from Latin, and we can only say that of Greek in quite a different sense. For a thousand years the world had, somehow, got along without Greek; but he did not think it would be seriously maintained that it could get along without Latin. Nor ought we to break the relations between the two. To learn Greek before Latin would be like putting on your coat before your shirt: to learn it without Latin would be to build a superstructure without a foundation. To suppose that we could do it involved an historical misconception, and, without Latin, our education would be necessarily imperfect.

Dr. LEHMANN HAUPT (University of Liverpool) said that this was not an English question, but an international one, and pleaded for

the saving of Greek as an element in culture. Our culture was not based on Latin; Roman culture was Hellenism in a Roman dress. Even if we could ignore the influence of the Renaissance, why should we not prefer to go to the source?

Mr. J. W. HEADLAM brought the discussion back to the terms of the motion, which he did not think was worth passing. If it helped to undermine Latin, the result might be that Latin would go, and then people would take something else instead of Greek, and both would be lost. Among others who spoke were Prof. ANDERSON, Prof. HENRY BROWNE, of the National University of Ireland, Mrs. ADAM, and Mr. ARUNDELL ESDAILE. Eventually, on the motion of Prof. SONNENSCHN, the motion was adjourned to the next general meeting.

At the morning session of the second day, the Bishop of LINCOLN delivered his Presidential Address on "Hellenism as a Force in History." To condense a discourse so weighty and masterful would be no easy task, and, as it will appear in full in the "Transactions" of the Association, we here give only the heads: 1, the influence of Greek on the Wisdom Literature of the Jews; 2, Christianity Hellenized from the first; 3, the Renaissance born of recovered Greek literature, a cult of Greek beauty; 4, the Reformation, a revolt against ecclesiastical tyranny, based on Greek liberty as expounded by St. Paul; 5, the precursors of the French Revolution, Rousseau and Voltaire, derived their political theories indirectly from Greek; 6, the Romanticist poets, Byron, Shelley, Wordsworth, Coleridge, were saturated with the essential qualities of Hellenism; 7, to-day there may be less of pure scholarship, but Greek life and Greek art are known as they never were before. The study of Greek literature will ever be an essential part of the education of the world.

Prof. HAVERFIELD read a paper, illustrated with lantern slides, on "Roman London." Londinium, as we know from Tacitus, was a full grown, though unwallied town in A.D. 61, when it was sacked and burnt in the Boadicea rising. It rose from its ashes and flourished during the second and third centuries, and the title Augusta given to it in the first half of the fourth century shows its importance. We know, too, the area, about 330 acres, which agreed approximately with "The Liberties of the City," by the line of the walls which have been approximately traced, but of the gates we know little, and of the buildings nothing. The latest mention of Londinium in literature was in A.D. 368. Coins carried on the story to the beginning of the fifth century. Between that and the appearance of an English London in the sixth century, all is utter darkness. Roman-British towns went down to the dust before Saxon savagery or stupidity.

At the business meeting, the Master of Trinity (Dr. H. M. BUTLER) was elected President, and Lord LOREBURN, Lord MORLEY, and the Bishop of LINCOLN, Vice-Presidents.

THE LONDON COUNTY COUNCIL CONFERENCE OF TEACHERS.

A GAIN the Theatre of Birkbeck College was full to overflowing and many applications for tickets had to be refused. While the secondary teachers meet in their tens to discuss mainly esoteric questions of economy or organization, the elementary teachers gather in their hundreds to debate matters of pure pedagogy.

The first subject was "Specialization in a Secondary School," but the debate ranged at large over various kinds of schools. The opener, Miss KYLE (Head Mistress of the Highbury Hill High School), was a root and branch specialist. Her ideal was a school that kept its pupils from three to eighteen, with a specialist teacher or teachers for each subject. Further, the same teacher must take the infant class and the sixth form. To know the mind of youth he must know the mind of the child.

Mr. CYRIL COBB, who was in the chair, raised a laugh by observing that when, in fifteen years' time, the Education Committee had carried out their projected reforms and reduced infant classes to forty-eight and upper classes to forty, the work of specialization would be facilitated.

It was apparent that Miss Kyle had struck a note above concert pitch, and each succeeding debater lowered it a peg. Mr. J. W. SAMUEL desired specialists for music and drawing, but warned head masters that they would not find their work lightened if every class teacher had become a perambulant professor of his pet subject. Specialization was not a panacea for every form of pedagogic debility.—Miss C. C. GLOVER asked a few very pertinent questions. Did not specialist teachers get rather sick of taking the same subject day in and day out? Was not a change of work rest? Was not

the specialist prone to become in a year or two rather narrow and bigoted in her subject? And was there not a chance of the ordinary child slipping between the various teachers?

The subject for the first afternoon was "Drawing in Schools," and the three protagonists advocated respectively chalks, the brush, and the pencil. The layman, it must be confessed, was left at the end in much the same position as M. Jourdain among his rival professors, and all that the Chairman, Prof. IMAGE, could find to say was that he wished he could transplant to Oxford a little of the enthusiasm of London teachers.—Mr. BALLARD threw out one original hint. There was much talk about Nature study, but children's early drawing showed that they were chiefly interested in human nature. Why should not a study of man at rest and in movement form part of the drawing lesson, at any rate, in the upper classes?

The morning of the second meeting (Friday) was given up to the psychologists, and Prof. ADAMS was in the chair. Prof. MYRES (Cambridge University) led off with a paper on "Formal Training (Mental Discipline)." His acquaintance with the past history of formal training was almost entirely limited to his experience as a schoolboy, when he had to learn by heart page after page of the "Aeneid" and of doggerel rhymes about Latin genders in order to educate his memory; when he had to master books of Euclid wholesale in order to exercise his powers of reasoning, and when his attention was directed to material which was utterly uninteresting, because it was almost incomprehensible to him, for the sake of cultivating that discipline of mind which overcame the temptation of distraction. At the same time, there could not be any doubt that when we learned, remembered, or reasoned, there was in each case a common element in our experience, whatever the material that we learned, remembered, or reasoned about. Conceivably, the doctrine of formal training might have to be treated very differently in the case of the untrained child and in the case of the fully trained adult. Instead of arguing from naive experience or from false psychological theory that we had the faculty of this or the faculty of that, and that, consequently, we only needed practice in one subject of the exercise of that faculty for the improvement thus gained to be transferred to all other subjects in which that faculty was involved, we must discover by investigation what kinds of ability were closely related one to another, and to what extent the effects of practice were transferable from one to another kind of mental work. If they were unable to obtain introspective data from children they must for guidance and suggestion repeat the experiments on adults, and with due caution apply the results. The mind was not divided into innumerable watertight compartments totally independent of one another. However distinct those compartments might be at the lower levels, even there they were connected together, while at the highest levels their connexions were yet more complex so long at least as the unity of the organism was preserved.

Mr. C. L. BURT (University of Liverpool) described some experimental investigations of formal training both in the school and in the laboratory, from which he deduced the conclusions that the value of the inculcation of specific habits under changing conditions depended directly on the presence of a general idea, which would serve for their control, and that improvement in any single mental function need not improve the ability in functions commonly called by the same name. What should be done was to emphasize and extend not the elements peculiar to and characteristic of school and school conditions, but the elements shared in common by the curriculum and conditions of school and the conditions and requirements of life.

Dr. F. H. HAYWARD said that all the results of experimental psychology went to show the futility of indirect methods of training indiscriminately applied. No one ever learnt to do one thing by doing something else, though it was possible to make one thing subsidiary to learning something else if it were done with that express object.

At the afternoon sitting Sir JAMES CRICHTON-BROWNE presided, and opened a discussion on "The Treatment of Backward Children." He insisted on the necessity for co-operation between the teacher and the medical officer. The causes of mental backwardness were multifarious, some of them remediable and some not, and only the doctor could diagnose the case and prescribe the proper remedies. He instanced a case of ignorant barbarity that had recently come to his notice. Behind the tapestries of an ancient mansion had been discovered the copy books of a child, each page blotted by tears. The family archives showed that this child was an only son and heir of a defective intellect, who had been driven to death by a hard and anxious mother. Such extreme instances were not common, but there was still a terrible waste of expenditure on cases of arrested brain development that were irremediable. In other cases the backwardness was due to malnutrition, and for thirty years he had been preaching that it was culpable folly to exact brain work from underfed children. One free meal a day was a boon for which he was grateful, but the boon would be more than doubled were it split into two. Much pernicious nonsense was talked about special

brain foods. What the growing brain needed was easily digestible nourishment taken at not too long intervals. Passing to the case of forward children, Sir James said that precocity was as undesirable as backwardness. The higher the stage of intelligence the slower the growth of the brain, and in men the brain continued growing to the age of twenty-five or even later. The savage child was in advance of the civilized child in mental evolution, as was the city arab of the rustic; but in the long run the countryman had the better of it. As instances of precocious children who died young or developed an uneven or unhinged intellect he named Raphael, Chatterton, Edgar Allan Poe, Ruskin, and John Stuart Mill.

Mr. J. L. PATON urged that dull and stupid boys should not be excluded from secondary schools as they were from the great public schools, but, as far as possible, put into a division by themselves, that they might not be disheartened by finding themselves always at the bottom of their class.

PUBLIC SCHOOL SCIENCE MASTERS.

THE first session of the Annual General Meeting of the Association of Public School Science Masters was held at the London Day Training College, in Southampton Row, on January 10, with Sir J. J. THOMSON, F.R.S., as Chairman. There was an Exhibition of scientific apparatus and books.

Mr. M. D. HILL (Eton) opened a discussion on "Chemistry and Physics as a necessary Introduction to Biology." He had always believed in, and tried as far as possible to insist on, a preliminary course of chemistry and physics for boys intending to take up biology. But experience proved that, however good this may be in theory, in practice such courses have little value. Boys who had done no science previously did just as well in biology as those who had done some chemistry and physics, in which, as a rule, boys studying biology took no interest. He doubted, therefore, if it was necessary, or even highly desirable, to insist upon this previous training.

Mr. VASSALL (Harrow) said that he would deplore anything which took away from any proportion of boys with a scientific inclination the opportunity of learning physics. He was always trying to seduce some budding physicist into becoming a botanist—in the hope that something might be done to improve the present lamentable condition, as he considered it, of botanical knowledge and investigation in England.

Mr. RICHARDSON agreed with Mr. Vassall. He had no sympathy with education in watertight compartments. He had made investigations of boys' minds, and found that they had tufts of ideas on one subject and tufts of ideas on another, like tufts of leaves at intervals along a branch, but nothing connected one tuft with another.

Mr. E. I. LEWIS (Oundle) read a paper on "Plant Biology as a School Subject." Plant biology was one of the few school subjects whose value and interest to all pupils increased throughout their lives, furnishing to many people the chief relaxation in after life. To some pupils—a fair proportion—it also provided a foundation for the proper understanding of their future occupations. The work might consist almost entirely of observation and experiment, whether in the classroom or out of doors, and a teacher need not possess any special technical knowledge.

Mr. SANDERSON (Oundle) followed. He protested humorously against plant study, as boys got so interested in it that they were always digging in the garden when they might better be playing cricket and football.

Dr. E. B. LUDLAM (Clifton) advocated the claims of "Qualitative Analysis," which he said had now almost disappeared from the ordinary school laboratory course. Where it had been taught the work had tended to become mechanical, and practice to outrun theory. He believed, however, that it was the most stimulating of all forms of practical chemistry, and he laid down a plan for its study, with simple exercises in the identification of substances at a very early stage, with a more thorough course later, emphasizing the science rather than the art. The practical examination should aim at testing, and marking, theoretical knowledge, and lay stress on getting out difficult mixtures. In conclusion, he commented severely upon what he considered some of the evils of the scholarship system.

Sir J. J. THOMSON said that, at Cambridge, they were fully aware that the present scholarship system was not perfect, and amendments to the scheme would be gratefully received and considered.

The discussion was continued by Prof. ARMSTRONG, Mr. SANDERSON, Mr. BERRIDGE (Malvern), Mr. RICHARDSON, Mr. GARDINER (Cheltenham), and others.

At the second session, on the morning of the 11th, Prof. J. J. THOMSON delivered his Presidential Address. He had but little faith in theories of education. His experience was that, given small classes and intelligent teachers, it did not much matter what theory you adopted, and if these conditions were absent it did not much matter either. He deprecated the present tendency to glorify the lecture and exalt hearing above reading. Generally, the textbook would be found superior to the lecture, certainly superior to the students' notes of the lecture. Nor did he hold with the prevailing view that pupils should be examined by their own teachers instead of by external examiners. This too commonly led to the unintelligent cramming of notebooks. He gratefully acknowledged the marked increase within the last few years of the amount of mathematical knowledge that science students brought with them from school. On the other hand, in modern languages they came very ill prepared, unable to translate an ordinary German textbook. This, he supposed, was due to the new and doubtless highly improved methods of teaching modern languages.

Mr. C. E. ASHFORD (Royal Naval College, Dartmouth) read a paper recommending the postponement of electrostatics till after the school course, or confining the study to specialists. This might be considered theoretically an anomaly, but, judging from his experience as a science master at Harrow, it was better to limit boys up to fifteen or older to current electricity.

In the afternoon Mr. G. F. DANIELL opened a discussion on "Laboratory Examinations conducted by Public Bodies."

Mr. A. VASSALL (Harrow) read a paper on "Educational Psychology." Very few public-school masters had the time or inclination to keep abreast with current psychology, but their experience must have confirmed the conclusions of J. Adams and Thorndike that general powers of observation are not increased by special training. There is no "overflow" from one subject to another unless the subjects cover common ground. If the old theory of "mental gymnastics" was exploded, it followed that the choice of subjects was of supreme importance. The ideal curriculum involved giving the boy as much general knowledge of certain fundamental subjects as was desirable for culture and æsthetics; but of other subjects only so much as would not overstrain his mental capacity and so sap his intellectual self-reliance, with a special knowledge of subjects that would be of direct use to him in after-life.

Prof. ARMSTRONG refused to accept the evidence or experiments of the psychologists. Their tests were full of fallacies. The prevailing fault of teachers was that they did not take account of the widely differing types of mind. Thus, an engineering or construction type of mind could be interested in chemistry only by appealing to it through subjects cognate to its own natural bent. The difficulty was to devise a scheme of education practical and simple enough for the majority of minds.

Dr. NUNN (London Day Training College) said that psychologists were well aware of their own imperfections. They were pioneers, but had, he believed, laid a sound foundation. The mind was not like a photographic plate, nor could its sensitiveness to all subjects be increased by attention to one. None the less, there was a certain development outside the actual thing observed. A student by observing gained self-reliance; he learned that if he was to observe he must not be in a hurry.

Sir ARCHIBALD GEIKIE was elected President for the ensuing year.

THE PRIVATE SCHOOLS ASSOCIATION.

THE Annual Meeting was held in Dr. Williams's Library, Gordon Square, on January 4. Mr. S. MAXWELL, Manor House School, Clapham, presided.

Miss L. M. REYNOLDS (Devonshire House School, Carlisle) read a paper on "School Journeys: a record of twelve years' experience of open-air education." For the past twelve years she had taken her pupils in parties of from fourteen to thirty-two on three days' excursions into the country. These annual expeditions formed a focus for lessons in geography, history, literature, Nature study, and drawing. Sketch-book and notebook in hand they studied on the spot the topography, botany, and animal life of the Border, and she could trace as a result a perceptible increase of interest in all three studies, and they gave an outlet for originality and independence of character. It was one of the advantages of private schools that they could pursue their experiments without let or hindrance.

Miss A. M. KELLETT (Brazenose School, Stamford), in a paper, "Should Latin be taught to Girls?" advocated the study of Latin as a corrective to the colloquialism, slang, loose talk, and loose writing of the day. It was a study that would enable them to understand and

use the more beautiful forms of our language. In the discussion that followed, it was urged that girls preparing for the medical profession—an increasing number—needed Latin. The Rev. F. W. AVELING said that doctors were moving heaven and earth to get rid of Latin, and would probably succeed. Nevertheless, Latin should be retained for the sake of style. If Dickens had had a classical education he would have written better. Thackeray and George Eliot both knew Latin and their style was very fine.

A debate on "Training" was introduced by Mr. A. D. HARDIE (Linton House School). Few head masters at present took any real interest in the subject. It was only men of inferior quality who submitted themselves to a year of training. Hence the complaint, for which there was some justification, that the training colleges turned out poor disciplinarians. Training would not turn a man with no natural aptitude into a teacher, but even the born teacher would be the better for it. It should be post-graduate.

In the afternoon, Sir PHILIP MAGNUS, the Honorary President for 1912, delivered his address on "The Future of Private Schools." He confessed that the outlook at present was overclouded, but he was confident that it would prove only a temporary depression. The tendency of recent legislation had been to make all education a State concern, and formidable rivals in State-aided and rate-aided schools had multiplied exceedingly. He could not regard with unalloyed satisfaction legislation which tended to lessen the self-dependence of the subject, and it behoved them to be on their guard lest State action should destroy that diversity of effort which was the life-blood of a commonwealth and prevented it from falling into dull and colourless uniformity. Germany was a signal warning of the defects of an over-centralized bureaucracy. J. S. Mill wrote: "An education established and controlled by the State should only exist, if it exist at all, as one among many competing experiments." The Board of Education, as it at present existed, had undoubtedly raised the standard of excellence in our schools, but its constant incursions into the region of voluntary effort were a danger to be guarded against. Within the last decade it had reached our secondary schools and was about to be stretched over our technical schools and Universities. It should be stopped in time from enforcing its standards and curricula on private schools, and should exert its influence to prevent Local Authorities from setting up schools of their own to supplant by unfair competition efficient private schools. Their efficiency should preferably be tested by the Universities and this test recognized by the Board of Education. It was in the private school that experiments could best be tried, and masters who depended wholly on the goodwill of parents were the most likely to train their pupils for practical pursuits and equip them to discharge the full duties of citizenship.

ASSISTANT MISTRESSES IN PUBLIC SECONDARY SCHOOLS.

THE twenty-eighth Annual General Meeting was held on Saturday, January 13, at the Grey Coat Hospital, Westminster, by the kind permission of the Governors and of the Head Mistress, Miss Steele. Miss LEES (Clapham High School) presided, and the meeting was very well attended. The election of Miss DRUMMOND (North London Collegiate School) as President to succeed Miss Lees was announced.

Miss LAURIE had obtained statistics which show that the usual retiring age for assistant mistresses is fifty-five, and that consequently, pensions for women teachers should begin at that age rather than at sixty.

In her Presidential Address Miss LEES spoke of the events of the past year and the more favourable attitude of the Government towards Registration and Superannuation. The success of any scheme for the latter depended on the solution of the fourteen problems set by Mr. J. A. Pease, whose appointment to the Board of Education she welcomed. He had already shown his sympathy with the aspirations of secondary teachers. She thanked Mr. Rendall, Mr. Rawlinson, and Sir Philip Magnus for their efforts to obtain the exclusion of assistant mistresses from the operation of the Insurance Bill, and Mr. Pease for his amendment. She then passed to the amended salary scheme which was brought forward later in the morning, and said that official papers showed that out of 3,799 assistant mistresses 399 received less than £100, 3,012 between £100 and £160, 244 between £160 and £180, 143 between £180 and £260, only one over £280. More than 89 per cent., therefore, were receiving under £160 on January 31, 1911: these figures were sufficient to contradict any undue optimism with regard to the present position. The growing recognition of women's professional associations was, however, a hopeful sign. Turning to science teaching

Miss Lees urged that it should not be made subsidiary to other subjects. Its aim is to produce clearness of thought, unbiased by personal feeling: it teaches children how to collect facts, to classify and describe them as simply as possible, to sum them up in a so-called law of Nature or descriptive formula. Order and continuity are its characteristics. When science is made subservient to "house-craft" or "domestic science" this continuity becomes impossible. Girls whose help is needed in the work of the home should learn the proper methods of fulfilling home duties as a separate study; but where this is possible it should be deferred till the school course is over. Where "occupational studies" are necessary they should be taught openly and not under the name of education.

After an animated and useful discussion on the Insurance Bill, of which Miss Lees explained the provisions relating to teachers, a resolution was passed by a very large majority warmly approving the action of the Executive in attempting to secure the exclusion of assistant mistresses from the operation of the Bill, since the projected Superannuation scheme is more likely to meet their needs.

The formation of an approved society for teachers only was discussed, and it was pointed out that the exceptionally good health of members of the teaching profession would enable them to secure special benefits. A discussion of pension schemes followed, and it was resolved that pensions should be payable at fifty-five, contributions to begin at the age of twenty-five. The scheme should not be compulsory for existing teachers.

Miss PRIDEAUX introduced the amended salary scheme which, after thorough discussion, was approved by the Association in every particular by large majorities.

In the afternoon Miss BERRYMAN (Clapham High School) read a suggestive paper on "The Need for more definite Teaching of European History in Schools," which was followed by discussion.

THE HISTORICAL ASSOCIATION.

THE Annual Conference was opened on January 11, at Manchester University. Prof. TOUR presided, and, in moving the adoption of the report, stated that the Association had now over a thousand members and fourteen Branches. A new and important Branch had recently been opened at Nottingham. This was the first occasion on which the Society had held its general meeting outside London, and Manchester appreciated the compliment. Their most important work during the past year had been the extension of the sphere of their publications.

Mrs. J. R. GREEN said that in Ireland they were in a bad way as to history. Trinity College was unable to give a living wage to an Irish historian, and Belfast had cut down the salary of their Professor on the ground that history was not an important subject. The Irish Board of Intermediate Education had made history a compulsory subject, as it was in England, but had made it a part of English grammar.

Prof. POLLARD, of the University of London, was elected President for the ensuing year. In the evening Prof. MUIR, of the Liverpool University, read a paper on "The Connexion between History and Geography."

At the second meeting a discussion took place on "The Teaching of History in Elementary Schools." Mr. FRANK J. ADKINS (Sheffield) moved:

"That a course of historical instruction sufficient to give children as clear an idea as their age would permit of the growth and nature of the British State, and of their rights and duties as citizens, should be a first charge upon the time of elementary schools."

The treatment should be dramatic and appeal to the æsthetic sense. It should also train children to the discovery and appreciation of cause and effect. History should be at least as coherent as geography, and perhaps the best means was to seek out its economic basis. The other views of history which are required to make intelligible our national history might be given in connexion with the Scripture lessons.

A rider, adding to the resolution "after due provision for the teaching in reading, writing, and arithmetic," was rejected by a large majority.

Prof. POLLARD remarked that Local Education Authorities had regarded with a friendly eye the resolution passed last year that in every school, primary or secondary, of sufficient size, there should be a specially qualified teacher of history. Opposition came from secondary teachers who thought it mattered little what children were taught if discipline were preserved. The University of London

had endeavoured to secure a supply of competent teachers by establishing a diploma in history.

The discussion was continued by Prof. LEONARD (Bristol), Prof. UNWIN (Manchester), Mr. J. L. PATON, and Prof. TOUR, the President, and the motion was adopted.

The Honorary Degree of Doctor of Letters was conferred on Prof. Firth, Prof. Lodge, Dr. J. E. Morris, and Prof. Pollard.

An Evening Reception was held in the Whitworth Hall, by invitation of the University Council, and an afternoon was spent at the John Rylands Library, where a special exhibition of some of the greatest treasures of the Library had been arranged by the Librarian, Mr. Guppy.

THE ENGLISH ASSOCIATION.

A CONFERENCE of Teachers was held on January 13, at University College, Gower Street, on "The Teaching of English Composition in Schools." Mr. F. S. BOAS, who presided, said that composition must be taken in the broadest sense, as including oral as well as written expression. For the average boy or girl it was at once the most difficult and the most important branch of the English curriculum.—Miss E. A. FORD (Clapham Day Training College) ascribed the inability of most pupils on leaving school to express themselves with ease, fluency, or correctness to the neglect of proper training in the mother tongue. It was taken for granted that a child who knew the facts would have no difficulty in expressing them. He must be taught to do so, and the best instrument in the teacher's hands was literature.—Dr. ROUSE summed up his paper in one sentence, "English composition is the foundation of all other work." Systematic training in school was more needed now than formerly, because teachers now had no help from the home. Children of a former generation used to hear no end of stories from nurse and mother, and, as they grew up, had good literature read aloud to them by their parents. Now they read to themselves nothing but trash and heard nothing but the gramophone.—Mr. GEORGE SAMPSON (Bellenden Road Higher Grade School) commended oral composition. Speech came before writing, and good speech was more likely to produce good writing than good writing was to produce good speech.—Mr. HARTOG (University of London) said the object of composition should be to enable a child to put into words what he himself thought and felt. This granted, it followed that the method recommended by R. L. STEVENSON, "to play the sedulous ape" to great writers was radically wrong. Stevenson himself never showed his full powers till he abandoned his theory in "Weir of Hermiston." The artificial subjects too commonly set for essays by examiners stood self-condemned.—Mr. A. H. D. ACTLAND, in reference to the Report of Examinations issued by the Consultative Committee, of which he was Chairman, invited expressions of opinion on the point raised by Mr. Hartog. Was the teaching of composition injuriously affected by the kind of essay usually demanded in outside examinations?—Miss ALLEN (Homerton Training College) and Dr. ROUSE both answered in the affirmative.—Prof. GOLLANZ reported, as the experience of senior examiners of the University of London, that there had been a marked advance of late years in English composition, and he attributed this improvement to the efforts of the English Association.

THE MATHEMATICAL ASSOCIATION.

THE Annual Meeting of the Mathematical Association was held, on January 10, at the London Day Training College. The President, Prof. E. W. HOBSON, took as the subject of his address "The Democratization of Mathematical Education." By the title he intended not the extension of education to wider classes of the community, but to the progressive adaptation of matter and methods of teaching to meet the needs of those who lacked any exceptional capacity. Democratization in this sense had been more marked and rapid in the teaching of mathematics than of any other subject. The old system which looked on mathematics mainly as disciplinary, the training of faculties which were raw in any boy, stood condemned. It had failed with all except the very elect. The pupil, for instance, was not shown that Euclid had any connexion with the problems of actual space. Thanks mainly to the activity of the Mathematical Association all this had been changed, and the pupil was now introduced to geometry by actual measurements and construction exercises. There was, however, a danger of stopping short with practice.

and neglecting altogether the underlying theory. He suggested that a rudimentary treatment of the idea and processes of the calculus might profitably be introduced in the highest classes of schools.

Mr. C. GODFREY gave some account of the work of the International Commission on Mathematical Teaching. The next meeting of the Commission would be held next August in Cambridge.

Mr. G. ST. L. CARSON urged the extension of the present range of applied mathematics. He believed that it might do for psychology and sociology what the older mathematics had done for the physical sciences.

EDUCATION IN THE PERIODICAL PRESS.

American Undergraduate. General Characteristics. By Clayton Sedgwick Cooper. *Century Magazine*, January.

Art, Should we Stop Teaching? *Architect*, January 5.

Review of book of same title by C. R. Ashbeeen.

Art Students, Training of. Sir Edward Poynter's Warning. *Times Educational Supplement*, January 2.

Bible, Head Masters and the. *Christian World*, December 28. Leading article.

Christmas in School: Childhood's Pageant: Carol Singing. By a High-school Mistress. *Daily Telegraph*, December 28.

Classics and the Average Boy: a Question for the Nation. By a Public-school Master. *Times Educational Supplement* and leading article, January 2.

Clinic, The School. VI: The Manager's Point of View. *Hospital*, January 6.

Colonist-Farmers, How Schoolboys may become. By George A. Wade. *Boy's Own Paper*, January.

Describes the Bradfield College Ranch in Alberta, Canada.

Defective and Dependent, Education of. *Hospital*, January 6.

Educational Outlook. By the Right Hon. Sir J. E. Gorst. *Prevention*, January.

Education: its Needs and Purposes. *Athenæum*, January 20.

Examinations in Secondary Schools. *Morning Post*, December 25.

Deals with the report of the Consultative Committee, Examinations, Report on: its Value and Significance. *Times Educational Supplement*, January 2.

"The secondary schools are be-ridden by examinations."

Forestry Education in the University of Edinburgh. *Nature*, January 4.

Future of Greek at Oxford. *Guardian*, January 12.

Governesses, On. By A. F. Lady. January 4.

Greek: a reply. By W. H. D. Rouse. Schools and Scholars. *Morning Post*, December 29.

Greek, Future of. Report of the Hellenic Society: the Committee's Recommendations. *Times Educational Supplement*, January 2, and *Times*, January 10.

Have Undergraduates Deteriorated? a Symposium of University Authorities. *Strand Magazine*, January.

Head Masters' Conference. *Morning Post*, December 23.

Leading article.

Head Masters' Conference. *Times*, December 21.

Leading article.

History, New Spirit in the Teaching of. Schools and Scholars. By A. S. D. *Morning Post*, January 5.

In Defence of the Mother Tongue. By a Schoolmaster. Schools and Scholars. *Morning Post*, January 12.

See "Jottings."

Independent Mind in Education. By R. F. Cholmeley. *Guardian*, January 12.

India, Popular Education in. *Times Educational Supplement*, January 2.

Indian Education: Purposes of the Imperial Grant. *Times Educational Supplement*, January 2.

Instruction of Fools. By Filson Young. *Saturday Review*, January 20.

Deals with Lord Tankerville and his remarks on education.

Insurance. Educational Endowments. *Times Educational Supplement*, January 2.

The payment by parent or guardian of premiums for annuities for several years covering the advanced educational period of the child or ward.

Latin, New Teaching of. Suggestions from America. *Times Educational Supplement*, January 2.

Liability of Education Authority for Negligence. *Local Government Chronicle*, January 20.

Deals with the case of Jackson v. London County Council and others.

Lectures, Value of. *Times*, January 15.

Leading article. See "Occasional Notes."

Local Examinations, Tyranny of. By H. V. Weisse. Schools and Scholars. *Morning Post*, December 22.

"What all this points to is very clear. The examination of younger children by public extraneous examining bodies is undesirable and lends itself to every form of educational mischief."

London's Higher Education: The New University—what is the attitude of the Public Schools? *Standard*, January 1.

London University, The Housing of. *Times*, December 27.

Leading article. "Out of the *membra disiecta* of several institutions created with divers aims is to be formed a University worthy of the chief city of the universe." The same subject is also dealt with in other periodicals of approximate dates in connexion with the Interim Report of the Royal Commission, notably in the *Architects' and Builders' Journal* of January 3.

Manchester High School for Girls. *Athenæum*, January 20.

Review of the book of that title.

Mathematics in English Schools. By Charles Godfrey. *Science Progress*, October. Commented upon by G. H. B. in *Nature*, December 14.

Nursery Training School. By L. B. Lady, December 21.

"In a large, lofty, old-world house in King Edward Road, Hackney, an ideal training school was opened in September of this year, and here, under the superintendence of the matron, Miss Gertrude Goodchild, a trained nurse, with another trained nurse under her, and a staff of visiting mistresses, a band of young girls are being educated to become capable nurses in private families, or to be nursery assistants under various public bodies."

Oriental Research in India: Decisions of the recent Conference. *Times*, December 27.

Parent, The New. *Nation*, January 13.

"For the unqualified tendency of mechanical equality is everywhere to anarchy."

Philosophy, Teaching of, to Pass-Men. By Harold P. Cooke. Schools and Scholars. *Morning Post*, January 19.

Poor Children at Play: Sunshine in Mean Streets. By an L.C.C. Head Mistress. *Daily Telegraph*, December 28.

Psychologist and the Teacher. By J. A. Green. *Nature*, December 14.

Founded on "Psychology of Education," by Prof. J. Welton.

Register, a Teachers': Board of Education Delay. By F. P. *Morning Post*, January 3.

Points out that teachers may have to establish their own register on voluntary basis.

Rural Teachers, Training of. *Morning Post*, December 25.

Ruskin College, Work of. Great Educational Opportunity for Labour. By W. L. *Labour Leader*, December 29.

School Medical Inspection as a Growing Factor in the Anti-Tuberculosis Crusade. By F. E. Larkins. *Medical Officer*, December 30.

The writer is assistant County M.O.H. for Warwickshire.

Science Examinations and Grouped Course Certificates. By Barker North. *Nature*, December 14.

From an address delivered before the Association of Teachers in Technical Institutions.

Secondary School Examinations. *Guardian*, January 12.

The recommendations of the Consultative Committee of the Board of Education.

South African Education Laws. *Morning Post*, January 12.

Leading article.

Street Trading by Children. *Medical Officer*, December 30.

Leading article.

Teachers and the Insurance Act; Pensions in Secondary Schools. *Times Educational Supplement*, January 2.

Teacher's Part in School Medicine. By H. R. Burfitt. *Sanitary Officer*, January.

An address to the Newport Guild of Teachers.

Teaching Prospects for the New Year. *Pitman's Journal*, January 15.

Suggests improvements in elementary day-school teaching with a view to commercial training.

Technical Institute Problems. By Prof. John Perry. *Nature*, December 28.

From an address delivered at the opening of the new Engineering Laboratory of the Municipal Technical Institute, Belfast, November 24.

Technical Instruction in England, Position of. By G. F. Daniell. *Nature*, January 4.

Contains suggestions towards a constructive policy.

Waste in Education. *Athenæum*, January 20.

BOOKS OF THE MONTH.

Art.

Artistic and Decorative Stencilling. By Dr. G. A. Audsley and B. Audsley. *Allen*, 4s. 6d. net.

Astronomy.

Stars and Constellations: a Little Guide to the Sky. By Agnes Fry. *Baker & Son*, 6d. net.

Biography.

Thomas Carlyle: A Study of his Literary Apprenticeship, 1814-1831. By W. S. Johnson. *Frowde*, 4s. 6d. net.

Classics.

Senior Latin Course. By A. J. F. Collins, M.A., and A. Robinson, B.A. *Clive*, 3s. 6d.

Comparative Grammar of the Greek Language. By Dr. Joseph Wright. *Frowde*, 6s. net.

The Iliad Pocket Book. Arranged by S. E. Winbolt. Introduction by T. Herbert Warren. *Constable*, 2s. net.

Latin Etymologiarum. Critical notes by W. M. Lindsay. Books I-X, 10s. Books XI-XX, 10s. *Oxford University Press*.

Latin Opera III. Fasc. II. Euthydemus, Protagoras, Gorgias, Meno. Critical notes by J. Burnet. *Oxford University Press*, 4s.

Latin: a Short Collection of Modern Stories in Latin. By C. D. Olive, M.A. *Edward Arnold*, 1s. 6d.

Norma Elegiaca: a Standard for the Writing of Ovidian Elegiacs. By R. L. A. du Pontet, M.A. *Frowde*, 1s. net.

A Plain Guide to Greek Accentuation. By F. Darwin Swift, M.A. Second edition. *Blackwell*, 1s. 6d. net.

Divinity.

The Gospel according to St. Matthew. Edited by the Rev. T. Walker, M.A., and J. W. Shuter, M.A. *Clive*, 1s. 6d.

The Acts of the Apostles. Part II. Edited by the Rev. W. H. Flecker, D.C.L. *Clive*, 1s. 6d.

Through Evolution to the Living God. By the Rev. J. R. Cohu. *Parker & Co.*, 3s. 6d. net.

English.

Shakespeare's Hamlet, Coriolanus, and Twelfth Night. Edited by G. S. Gordon. *Oxford University Press*, 2s. 6d.

The World's Classics.—Shakespeare, Vols. VII, VIII, and IX. *Frowde*, each 1s. net.

Stories from Chaucer. With Introduction and Notes by Margaret C. Macaulay. *Cambridge University Press*, 1s. 6d.

A Senior Course of English Composition. By S. W. Edmunds, M.A. *Clive*, 2s. 6d.

The Tudor Shakespeare.—Henry the Fourth, Part I, edited by F. W. Chandler; Henry the Sixth, Part I, edited by Louise Pound; The Merchant of Venice, edited by H. M. Ayres; Marbeth, edited by A. C. L. Brown. *Macmillan*, 1s. net each.

The History of the Definite Tenses in English. By Alfred Åkerlund. *Heffer*, 2s. 6d. net.

The Comedies of Shakespeare. *Frowde*, 2s.

Eugenics.

An Introduction to Eugenics. By W. C. D. Whetham and Catherine D. Whetham. *Macmillan*, 1s. net.

Fiction.

Arion of the Alps. By W. V. Cook. *Methuen*, 6s.

From Verona of the Angels: a Study in Temperament. By Annie E. Holdsworth. *Methuen*, 6s.

The Ship that came Home in the Dark. By Agnes G. Herbertson. *Methuen*, 6s.

Prisoners' Years. By I. Clarke. *Methuen*, 6s.

Father Sergius, and other Stories. By Count Leo Tolstoy. Edited by Dr. Hagberg Wright. *Nelson*, 2s. net.

Mad: M. and other Stories. By Count Leo Tolstoy. Edited by Dr. C. H. Wright. *Nelson*, 2s. net.

Geography.

A Geography of the World. By B. C. Wallis, B.Sc. *Macmillan*, 3s. 6d.

Principles of Geography. Introductory Book: Round the World with Father. *Nelson*, 10d.

History.

Historical Portraits, 1600-1700. Lives by H. B. Butler and C. E. L. Fletcher. *Oxford University Press*, 10s. 6d. net.

A Hundred Years of History from Record and Chronicle, 1216-1327. By Hilda Johnstone, M.A. *Longmans*, 5s. net.

The Story of England. By Muriel O. Davis. *Oxford University Press*, 3s.

The Groundwork of British History. By G. T. Warner, M.A., and C. H. K. Marten, M.A. *Blackie*, 6s. (also issued in two parts, 3s. 6d. each).

Manual Training.

Teachers' Handbook of Manual Training: Metalwork. By J. S. Miller. *Whittaker*, 3s. 6d.

Mathematics.

Technical Arithmetic and Geometry. By C. T. Millis. *Methuen*, 3s. 6d.

Miscellaneous.

The Alphabet of the National Insurance Act, 1911. By C. G. Moran. *Methuen*, 1s. net.

Problems of Boy Life. Edited by J. H. Whitehouse, M.P. Introduction by the Bishop of Hereford. *King*, 10s. 6d. net.

Memories of a School Inspector. By A. J. Swinburne. *McDougall's Educational Co.*, 2s. 6d. net.

The Factory System and Factory Acts. By R. W. Cooke-Taylor. Second edition. *Methuen*.

Home University Library.—The School (Prof. J. J. Findlay); Climate and Weather (Prof. H. N. Dickson); History of England (Prof. A. F. Pollard); Anthropology (R. R. Marett, M.A.); Problems of Philosophy (The Hon. Bertrand Russell, F.R.S.); Peoples and Problems of India (Sir T. W. Holderness); Canada (A. G. Bradley); Landmarks in French Literature (G. L. Strachey, M.A.); Rome (W. Warde Fowler, M.A.); Architecture (Prof. W. R. Lethaby). *Williams & Norgate*, each 1s. net.

The Symbolism of Voltaire's Novels. With special reference to Zadig. By W. R. Price, Ph.D. *Frowde*, 6s. 6d. net.

Modern Languages.

Senior French Reader. Edited by R. F. James, B.A. *Clive*, 2s. 6d.

Senior French Course. By Ernest Weekley, M.A., and C. Gilli, B.A. *Clive*, 3s. 6d.

Collection Nelson.—Han d'Islande, par Victor Hugo; Ruy Blas (Les Burgraves), par Victor Hugo; Le Père Serge, et autres Contes, par Léon Tolstoy (Bienstock's translation). *Nelson*, 1s. each.

Oxford German Series.—Edited by Julius Goebel, Ph.D. (1) Die Judenbuche (Droste-Hulshoff). Notes by Dr. Ernst O. Eckelmann. (2) Zwei Novellen (Keller). Notes by H. Z. Kip, Ph.D. (3) Iwan der Schreckliche (Hoffmann). Notes by C. M. Poor, Ph.D. (4) Else von der Tanne (Raabe). Notes by S. J. Pease. (5) Agnes Bernauer (Hebbel). Notes by C. von Klenze, Ph.D. *Frowde*, 3s. net each.

Mme de Staël—Dix Années d'Exil. *Dent*, 1s. net.

Chateaubriand.—Les Martyrs I. *Dent*, 1s. net.

Longmans' French Texts.—Trente et Quarante. Par Edmond About. Edited by T. H. Bertenshaw, B.A. Pupils' edition, 1s.; Teachers' edition 1s. 3d. Le Montre du Doyen; Le Vieux Traillleur. Par Erckmann-Chatrian. Edited by T. H. Bertenshaw, B.A. Pupils' edition, 9d.; Teachers' edition, 1s. *Longmans*.

La Vache Enragée. Par Jean Macé. Adapted and edited by Rev. E. H. Arkwright, M.A. *Macmillan*, 1s.

Music.

One Thousand Exercises, to accompany "Fifty Steps in Sight Singing." By Arthur Somervell. Books I, II, and III. *Curtis*, 1s. each.

Queen Loveyou's Five o'Clock Tea: a Kindergarten Cantata. By Kate Osborne. Music by Thomas Murby. *Murby*, 2s. net.

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Wonders of Plant Life. By S. L. Bastin. Illustrated. *Cassell*, 3s. 6d. net.

Pedagogy.

The Home and the Child. By E. W. Martin. *Allen*, 2s. 6d.

Thoughts on Education. From Matthew Arnold. Edited by Leonard Huxley. *Smith, Elder*, 5s. net.

Readers.

Black's Literary Readers. Book VI. Illustrated. *Black*, 1s. 9d.

The Ivory Gate: a Garland of Verses for Children. Part II, 8d.; Parts III and IV, 10d. each. *Dent*.

Science.

Mineralogy. By Dr. F. H. Hatch. Fourth edition. *Whittaker*, 4s. net.

Physicochemical Calculations. By Dr. J. Knox. *Methuen*, 2s. 6d.
Church's Laboratory Guide. Revised by Edward Kinch, F.I.C.
Ninth edition. *Gurney & Jackson*, 6s. 6d. net.
A First Year Physical Chemistry. By Dr. T. P. Hilditch.
Methuen, 2s.

Verse.

Magyar Poems. Translated from the Hungarian by Nora de Vályi
and Dorothy M. Stuart. *Marlborough*, 2s. net.

SAFE NOVELS.

Tante. By ANNE DOUGLAS SEDGWICK (Mrs. Basil de Sélin-court). (6s. Arnold.)

"Tante" is the study of an egoist of genius. Mme Okraska is also a pianist of world-wide reputation, but we are concerned with her profession only as the stage on which she exploits her personality, and as giving occasion to some brilliantly reported scenes from musical life in London at which the artist can afford to smile with the philistine. Mme Okraska is the genius of the story, but the part of heroine is reserved for her adopted daughter, Karen Woodruff, a strong-willed, virtuous young Bohemian, married to a charming philistine who has the misfortune to detest the clay feet of Karen's divinity and to refuse homage. The jealous vengeance of her guardian results in the disillusionment of Karen, partly by experience, partly by the aid of an old weather-beaten American woman (one of the best drawn and most convincing characters in the book) who has seen Mme Okraska into the world, watched over her at every stage of her brilliant and ruthless career, and is alone beside her when the curtain goes down on the discomfited and lonely woman. Mme Okraska is a very clever study, but not altogether satisfactory. Capricious, incense loving, tyrannically selfish as she appears in the first part of the book, she is still a tragic and captivating figure; but as her unmasking proceeds she suffers diminution and loses her charm; the artist disappears, only the malignant and disappointed woman remains, rather too intent on slaughter. Miss Sedgwick is as much wit and critic as artist, and we are inclined to think that her judicial spirit has encroached on her humanity, flattening the key of her original conception. "Tante" abounds in witty comment, vivid description, and often exquisite renderings of superficial aspects of things and people. Within the charmed circle where Miss Sedgwick's sympathies are at home she has drawn some delightful scenes. Her impressions are those of an artist and she never fails to convey them. But we sometimes sigh for greater plainness; constant elaboration cloyes, however skilful. The beauty of such studied simplicity as the following is all too rare. "It was on the morning of her seventh day at Les Solitudes that she met Mr. Drew walking early in the garden. The sea was glistening blue and gold; the air was melancholy in its sweetness; birds whistled."

The Golden Silence. By C. N. and A. M. WILLIAMSON.
(6s. Methuen.)

Victoria Ray is a young American of good family whom Neville Caird meets on her way to Paris, whither she is bound to fulfil an engagement as a *danseuse*. Ten years before her only sister had married Cassim ben Hulim, a captain of the Spahis, and disappeared with him, leaving no trace. The one object of Victoria's life is to find her sister, and, as soon as she has made a nest-egg by dancing, she starts for Algiers in search, accompanied by Caird, who was also on his way to Algiers to visit an old college chum. Victoria in her turn disappears with an insinuating Arab chieftain, who promises to take her to her sister. We will not pursue the plot further, and have only traced it so far to show what scope it affords for descriptions of wanderings in the desert, travel sketches, in which the authors so greatly excel, and in which this time motors play a subordinate part. A siege in a ruined desert castle forms a thrilling climax, but we must confess that this is marred by the reappearance of an outrageously vulgar adventuress, who at starting has entangled the hero into an engagement.

On January 16, at the Guildhall School of Music, Mr. Plunket Greene delivered a lecture for the London Schools Musical and Dramatic Association on "Interpretation in Song." A large part of the audience must have known Mr. Plunket Greene only as an artist, but here they found, besides the artist, the expert critic and exponent of his art. The lecture was delightful, and we need hardly add that the illustrations showed that Mr. Plunket Greene possesses in a high degree the qualifications he deems necessary for the highest interpretation in song. The Association is indeed fortunate in enlisting the services of a musician who so combines theory and practice.

SCOUTING IN SECONDARY SCHOOLS. A NOVEL EXPERIMENT.

THE Boy Scout movement has entered a new epoch. Sir Robert Baden-Powell has given enthusiastic approval to a scheme for the incorporation of scouting into the curriculum of the County Secondary School, Harrow—a new Middlesex school within a bow-shot of the ancient "Harrow," and with a motto that pleases the Chief Scout: "Virtus non stemma." At present there are nearly 200 boys; soon there will be 300. Unless his parents have conscientious objections every boy will become a member of the scout organization. Scoutmaster and schoolmaster bid fair to be synonymous. Mr. Ernest Young, F.R.G.S., a traveller of repute, is head master. He sees the educational possibilities of scouting. Out of forty branches of handicraft for which scout badges and promotions are given, a score are directly allied with school subjects. Mr. Young intends that the teaching shall lead up to these promotion tests. He further points out that the playing fields will allow of only four football teams—44 boys out of 300. Scouting will provide a means to engage the leisure time of the remainder. Surveying is already taught in the school; each Form has so much of its time allotted to the subject. It will now proceed along scouting lines.

The scheme includes a camp on the school fields throughout the summer term. Patrols from the various forms will have charge for a week in turn. All tents, camp equipment, and other apparatus are to be supplied by the school. "There are no subscriptions to pay," says the head master in a circular to the parents, "and the uniform (total cost 12s.) can be bought in instalments as required. The meetings will chiefly be on half holidays (apart from the time given out of actual school hours); there will be no night work for younger boys and very little for the older. Any parent is at liberty to withdraw his son from exercises of a military character."

Sir R. Baden-Powell recently addressed a private meeting of parents connected with the school. Practically every boy has been enrolled as a result. The Chief Scout believes that the success of the scheme will multiply the Scout movement perhaps an hundredfold. "I want the whole of my school," says the Head Master, "to be in the Scout brotherhood, because of the moral influence, the greatest a layman can get hold of. Scouting is the Sermon on the Mount interpreted for schoolboys."

CORRESPONDENCE.

A DEBATE ON TRAINING.

To the Editor of the Journal of Education.

DEAR SIR,—Would you allow me to draw attention, through your columns, to the meeting which the Education Society of the Teachers' Guild is holding on Monday, February 12, at 8 o'clock, at 74 Gower Street, to discuss "The Present System of Training Secondary Teachers"? I wish to invite to it specially the correspondents who wrote letters on the subject in your November and December issues. I think that many teachers who have watched the progress of training may have valuable suggestion and criticism to offer, and that our meeting may be able to add to the collection of opinion which the report of the Training of Teachers' Committee recently published.—Yours truly,

JESSIE WHITE,

Hon. Sec., Education Society, Teachers' Guild.
74 Gower Street, London, W.C.

THE ART OF VOICE TRAINING.—To Miss Elsie Fogerty's initiative is due the important Conference of doctors and teachers held last month at Bedford College. Prof. Adams, in his Introductory Address, contrasted the old elocutionist with the ideal teacher of speech training. The "professor" of elocution was too commonly a broken-down actor whose strength, like that of Samson, lay in the length of his hair, or a scientist whose whole knowledge of the voice had been gained in the dissecting room. The teacher of the future would be at once a physiologist, a phonetician, an artist, and a man of literary culture, or at least he must be in close touch with the sciences and arts on which his own profession depended. So only could we hope for a revival of the lost arts of reading aloud and diction.

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OCCASIONAL NOTES.

THE *Times* tells us that Mr. C. Montague Barlow will shortly introduce an Amending Bill into the House of Commons designed to remove the disabilities under which certain secondary schools suffer with regard to the receipt of Government grants. The regulations of the Board exclude from participation in grants secondary schools which give religious instruction save on the written demand of parents; schools which require a religious qualification for teachers or trustees; and schools in which the majority of the governors are not chosen from elected authorities. Mr. Barlow's Bill would remove these disabilities. It is backed by Lord Robert Cecil, Mr. Alfred Cripps, and others. In elementary schools no discrimination is made between denominational and council schools; and the same principle may well be applied in the secondary sphere. But the present temper of the House of Commons is opposed to the financial support of denominational schools, so that the Bill has little chance of becoming law.

IN our February number we announced the decision to form a society for the insurance of teachers engaged in various branches of education. This decision was arrived at by representatives of the Associations of Assistant Masters, Assistant Mistresses, University Women Teachers, Teachers in Technical Institutes, and the Teacher's Guild. [We regret that the Association of University Women Teachers was inadvertently omitted in our former notice.] The societies enumerated repre-

sent together the interests of about 12,000 teachers engaged otherwise than in elementary schools. Numerous promises of support have been already received, and meetings in different parts of the country to make the scheme known have been already arranged. The Society ought to be exceptionally strong, as it will evidently be able to offer exceptional benefits, inasmuch as the teaching profession has a magnificent health record, and at present secondary schools are mainly staffed with men and women in the prime of life. We feel confident that the new society can be recommended from a business point of view; and, incidentally, it will prove of no little service in developing an increased sense of professional fellowship, for it will unite a large number of individuals, including teachers in private families and in proprietary schools, for the purpose of mutual help in sickness and old age. It is the idea of the promoters that a very catholic interpretation should be given to the words, "Secondary and University Teachers." Mr. E. A. Tidswell, 9 Glaslyn Road, Crouch End, London, N., is acting as honorary secretary.

MR. F. H. COLSON, in the last *Times Educational Supplement*, defends the Cambridge Locals as sufficient for the needs of schools, and on this ground condemns the examination scheme of Consultative Board as supererogatory. As a schoolmaster of long experience, both as Assistant and Head, Mr. Colson is a weighty witness; and we can quite believe that in the schools where he has served the teachers have not been tempted "to play at hide and seek" with the examiners, and that the Locals have been used to gauge the standard of a form's work from year to year. But we should like to know the proportion of schools in which a whole form is sent in, and whether Mr. Colson considers that the number of passes and distinctions obtained is any test of the comparative merits of schools. And we doubt whether the Cambridge Syndicate will welcome their advocate, for the reforms he desires would reduce by half the number of entries. He would prohibit the publication of "results" for advertisement purposes; he would not allow the examinations to be used "sporadically," and he considers the limit of age prescribed by the Board of Education for presenting pupils for an external examination—"not under fifteen"—too low.

WHEN the Bishop of Durham declines to sanction the proposal of the Senate of Durham University to admit Nonconformists to Divinity degrees, he is clearly dying in the last ditch. At Oxford, as an Oxford correspondent of the *Times* reports, such a proposal would undoubtedly be carried by Convocation if it were not for out-voters. During the last twenty years thirty-nine members of Mansfield College have taken University prizes in theology, and the same College has obtained nine first classes in the theological school, yet none of these men can take theological degrees, however distinguished. The anomaly affects a comparatively small number, but it enforces the conclusion to which the recent vote on the question of compulsory Greek led us, that the Government is bound before long to take measures for reforming the constitution of Oxford and Cambridge.

ON the Education Committee of the London County Council a cheese-paring policy is still in the ascendant. The reduction in the size of classes proceeds

**Penny-Wisdom
of L.C.C.**

at the rate of less than 1 per cent. per annum, and, as Mr. Gautrey warned the Committee, unless the pace was quickened, they stood in danger of incurring another £10,000 fine by the Board of Education. Miss Wallas and Miss Adler pleaded in vain for an additional £500 for the scheme of dental treatment, and a motion to increase by the same amount the grant for nursing treatment was likewise rejected.

MR. PATON is often picturesque in his language.

If education be likened to a pair of shoes, then it is clearly not right that two feet should live in one pair of shoes, and not know each other all the time. "It does not conduce to progress when the right foot does not know what the left foot is doing, and the left foot does not care in which direction the right foot is going." The two feet are, of course, the elementary and secondary branches of education. In Manchester Mr. Paton has done something to keep the movements of the two feet in accord by accepting the presidency of the Manchester Association of the National Union of Teachers. In his presidential address Mr. Paton said: "We are all teachers. We are working for the same end, on the same material, in the hope of the same harvest. As such we cannot know too much of each other." Most teachers in both branches of the profession will endorse this expression of feeling, though the Head Masters' Conference may complain that Mr. Paton has declined to put the right foot into the right shoe.

**A Pair of
Shoes.**

THE sum needed (£100,000) for the building, equipment, and endowment of Queen Mary's Hostel has been subscribed; and this most important scheme for the education of women in the science of the household is assured a successful future.

**Queen Mary's
Hostel.**

The object of the scheme is not merely to provide an outlet for the energies of women with scientific proclivities, nor merely to train teachers of domestic economy. It strikes far deeper. A scientific age has long been shocked at the persistence in the home of unscientific methods of cooking, cleaning, and nursing. Many efforts have been made to bring scientific knowledge home to the domestic worker and organizer. In the words of a circular issued by the promoters, "the object is to foster a sounder knowledge of the laws which govern health, sanitation, and household economy. The moral and physical welfare of our country depends primarily on the training and healthy upbringing of its children." It is hoped to raise the whole standard of home life and to substitute trained experience for instinct and tradition, "which have hitherto been the chief guides for mothers."

ALMOST simultaneously with the announcement that the sum of £100,000 had been subscribed for Queen Mary's Hostel comes the news that a like sum has been raised by the authorities of Bedford College. This is good hearing, and the building of the new College will

**Bedford
College.**

go ahead with greater confidence and security. It is more than sixty years since Bedford College opened its, at that time, very humble doors. There are now, we

believe, upwards of three hundred students, and inevitably the number will increase with increased accommodation. But, if girls are to have the same opportunities as boys, there is still one thing lacking. Hardly an old endowed secondary school but has its valuable scholarships to the Universities. Such helps to study are largely to seek in secondary schools for girls. Here is an opportunity for men of wealth who wish to serve their country. Girls' schools need funds for scholarships, in order that no pupil capable of profiting by a University education should be debarred by poverty from doing so.

DR. CLIFFORD'S criticisms upon Cardinal Bourne's speech have produced a letter in the *Times* from Mr. W. S. Lilly which indirectly raises a point of great

**The Rights
of the Father.**

importance. Mr. Lilly says that "the Catholic Church has always most emphatically recognized the right and duty of the father to determine and direct the religious education of his children." The law of England, he adds, is precisely that of the Catholic Church, and he quotes Lord O'Hagan as follows: "The authority of the father to guide and govern the education of his children is a very sacred thing, bestowed by the Almighty." The point to which we wish to direct attention is this: the Catholic Church, as it appears, and also the law of the country, assign to the father the right of control over the education of his children. There are cases where the mother and the father do not agree as to the education, religious or otherwise, suitable for the children. In these cases the law ignores the mother, and apparently the Catholic Church does the same.

FROM advertisements in the newspapers we gather that a large number of appointments under the new Insurance Act will be offered to men and women.

**Equal Salaries
for Men and
Women.**

The salaries offered to men clerks range from £60 to £150. Men managers begin at £150 and may rise to £300. The salaries offered to women clerks range from £60 to £150. Women managers begin at £150 and may rise to £300. These facts are very significant. Whoever are responsible for them deserve congratulations both for their sound views of economics and for their recognition of woman's claim to equal pay for equal work. If the work can be done equally well by either men or women, then the pay should be equal. If men can do the work better, then men will get the appointments. Employers by using the services of women merely because they are cheaper, often bring it about that the man tramps the streets looking for work, the children are neglected, and the house is maintained on the meagre earnings of the wife.

IN the educational world there is still a considerable disproportion between the earnings of men and women. A few authorities—e.g. the London County Council and the Central Welsh Board—

**The Cheaper
Woman.**

make no distinction in payment between men and women Inspectors and examiners. The inequality of payment in the case of men and women Inspectors under the Board of Education is most marked. No doubt it is the Treasury that exercises the power, but we hope that before long the Board will be able to convince the Treasury of the need of equitable treatment for men and women Inspectors. In schools there is a distinct, but slow, movement towards making

the salaries of men and women teachers the same. The reason why women are expected to accept lower salaries is part and parcel of the tradition that, as girls will earn little or no money after leaving school, therefore the parents cannot afford to pay such high fees as they do for the boys. But the tradition is breaking down in two directions. Lower fees in girls' schools are becoming less common, and girls on leaving school are showing their aptitude for earning money, and therefore justifying the parental outlay.

A LARGE number of boys' secondary schools are endowed with valuable scholarships to the Universities. The endowments and the phrase, "the Universities," date back to a time when there were but two Universities that counted in England. The pious founder no doubt wished to give to promising boys, not rich in this world's gear, an opportunity of further education of a University type. The limitation to Oxford and Cambridge was an accident. The newer Universities are beginning to realize that this limitation bears hardly on them. The Convocation of Manchester University have passed a resolution asking the University Court to take steps to widen the choice of Universities for scholarship boys. There are two obvious arguments in favour of such a course. The money was left, not especially for the benefit of the two older Universities, but for the sake of the boys. And, as the range of human knowledge and inquiry widens, it becomes impossible for any one University to provide for all faculties. Boys may well be given the freedom to choose the University which provides the course of study they desire.

MME MONTESSORI, herself a physician of note, has pursued the inquiries of Seguin and others, and has developed a system of education, applicable to the early years of childhood, apparently so complete that it can be introduced into schools in its entirety. In June of last year, as we learn from a most interesting article in *The World's Work*, a law was passed in Switzerland establishing the Montessori system in all the schools of the country. The system appears to be based, both by Mme Montessori and her predecessors, upon the study of abnormal children. But in practice it has been found suitable for those who are intelligent. The primary object is to put the child in an atmosphere in which there is no restraint and nothing to make him perverse or self-conscious, in order that his personality may be liberated and may have free play. The child is watched rather than taught, and his "good" movements encouraged; while the "evil" ones are carefully repressed.

MME MONTESSORI is not alone in her efforts to bring the researches of medical science to the help of the teacher. Miss Margaret McMillan has written to the same end, and in many Kindergartens to-day the skilled teacher understands that the child must be watched and given opportunity to find himself. One special feature of the system is the sense-training, the aim of which is to give the child control of his muscles and nerves, and to enable him to accommodate himself to his surroundings. Mme Montessori is a woman of exceptional sympathy, patience, and power, and she

may probably take rank with Froebel and Pestalozzi; but no individual, however gifted, can transform all schools by the issue of a system. The spirit is the main thing; and it is the sympathetic spirit that is needed to decide what instinctive movements are "good" and what are "evil." At the same time, it may frankly be admitted that in England we have false values and standards. To an English teacher "goodness" in school often means immobility and passivity.

A SHORT time ago a body of teachers in elementary schools put forward to their Authority a suggestion that there should be a holiday of a week, or at least of a few days, about the end of October. The suggestion was based on the statement that both children and teachers became jaded towards the end of the term, when no daylight hours were left for play after school. It is certainly hard on children that they should be in school during all the daylight hours in winter. The term of nearly four months is a long one, and it is not broken by any public holidays or by any Sunday-school treats and the like. A short holiday might be a very good thing, for it is the monotony of school life that wearies, when continued without a break for several months, in probably gloomy weather. The lay mind on the Education Committee says at once that, with Saturdays and Sundays free, the teachers and children alike cannot become fagged. But experience shows that they do.

THE desire for a break in the regularity of a long term is reasonable and healthy. We venture, in all seriousness, to suggest a way in which the break might be secured without asking the managers to grant a holiday. The permission both of the Managers and of the Inspector for the district would be needed, but, we are sure, would not be withheld, if a careful scheme on the lines we are about to propose were drawn up. The proposal is that about the end of October, the precise date to depend upon the advent of fine weather, which may be looked for at that time of the year, the school should have a play-week. The regular timetable would be suspended, and so a welcome change from the regularity would result. During this week the children should be in the open air as much as possible. More morris-dancing and games in the playground; more Nature-study walks; visits to places of interest; simple measurements in playground or neighbourhood, leading to the drawing of plans; woodwork, modelling, singing, reading, and dramatic performances. The scheme is worth a trial.

LOCAL AUTHORITIES.

IN reference to our article in February, "Work on the Land in a Secondary School," Mr. R. E. Owen, Head Master of the County Secondary School, Welshpool, writes to us to point out that our list of the subjects taught on the Agricultural Side of the school was incomplete. The report we had before us at the time of writing gave the subjects that were either directly agricultural or which could be presented with an agricultural bias. In addition to these, other subjects are not neglected. All boys take history, most take French, and half take Latin. Mr. Owen says: "I have all

along taken the view that this school is not an agricultural school, but a secondary school giving an all-round secondary education. . . . I am absolutely sure [he adds] that the curriculum can claim to be well balanced: not a single subject has suffered or been dropped."

Suitable School Prizes. THE London County Council have often suffered criticism with regard to the books that they include or exclude for the use of schools. Perhaps no list could be drawn up that would satisfy all critics. But the criticism to which we refer is commonly based upon insufficient information. In one recent case the inaccuracy has been promptly exposed. Lady Edward Cecil, in a letter to the *Times*, states that "the Education Committee of the L.C.C. decided no longer to give as prizes 'Grimm's Fairy Tales.'" Major Levita, Chairman of the Books and Apparatus Committee, writes to say that there are fourteen editions of Grimm's "Tales" on the day school list, and that 1,510 copies were given as prizes during the past year. The Committee were offered a fifteenth edition by a publisher and rejected it, not because they disapproved of Grimm, but because they already had fourteen editions on the list.

The Poverty Test for Scholarships. THE Surrey Education Committee have introduced some important modifications into their Scholarship Regulations. They have decided that, before awarding any scholarship or exhibition, the Committee may ask the parent of any candidate to furnish evidence that he is unable to provide for the continued education of his child. This power is perhaps rendered necessary by a subsequent regulation which throws open the Major Scholarships to any children of Surrey parents, whether or not they are attending a secondary school in the county. The competitors for these scholarships may now be expected to include pupils who are being educated at some of the great public boarding schools. In the case of Junior Scholarships the Higher Education Committee propose to limit the value to the school fees and, where necessary, travelling expenses and dinner money. The Education Committee, in accepting the limitation, have suggested to the Higher Education Committee that a certain number of maintenance grants should be made to Junior Scholars.

Fresh Air and Infection. DR. SADLER's report on the Elementary Schools of Guernsey has now been issued. The fuller report, dealing with the whole education of the island, will, we understand, be issued shortly. Inspectors often hesitate to speak about the need of open windows. It is impossible to avoid the feeling that in making a criticism on this matter the Inspector is viewed as a somewhat insulting faddist. Dr. Sadler knows how to phrase his remarks courteously. What he says about ventilation would apply to a large number of schools throughout the country. "If I may touch on a rather delicate subject," he says, "I would venture to ask the attention of teachers to the importance of keeping the windows open in school-rooms during lessons, as well as of securing a strong draught of air through the rooms at each time of recess. . . . This practice of keeping the windows open (when the first inconveniences of it have been overcome) has a marked effect upon the health of the school and lessens the risk of the spread of infectious disease among the children. The beneficial effects upon the teachers' health are also noticeable."

Bookish Nature Study. IN the report of the Leicestershire Education Committee we find the following remark in reference to Nature study lessons: "I have still to report, however, that the scheme of instruction in many schools is too limited, consisting of little more than an oral lesson (often very bookish), with a little drawing in pencil or colour. The observational side of the work is weak, and the scheme generally of little educational value. This is largely due to want of training on the part of the teacher." Not long ago an Inspector heard a first lesson on birds given to young children. When the lesson was over he ascertained that the bird chosen by the teacher had never been seen by any of the children; that it was not a native of the country-side; and that the teacher had chosen it "because it was in the book." The teacher's error was, of course, due to want of thought, and partly perhaps to her want of skill in adapting the book lesson to an object within the experience of the children. But such lessons, and they are frequent, have no value.

Agriculture in Secondary Schools. THE development of the scientific study of agriculture and the widening of its area of influence during recent years are alike remarkable. In these columns we have often referred to the work done in this direction by the county of Wiltshire. From the

recent report of the county we make a quotation in order to indicate that interest in instruction based on the land is permeating secondary schools. The Principal of the Royal Agricultural College, Cirencester, writes as follows: "I beg to report that the six secondary head masters from Wiltshire have diligently pursued and duly profited by the instruction in agriculture and allied subjects [at the Teachers' Summer Course] and that they all passed the examination. . . . I should like to express my great appreciation of the way in which the Wiltshire Agricultural Education Committee have supported this pioneer effort, which is likely to have far-reaching effects in the future on the trend of agricultural education." We may expect a definite modification of curriculum in some of the secondary schools of Wiltshire.

Legal Costs. THE costliness of legal proceedings was exemplified in a recent case in which a teacher sued a County Authority for three months' salary in lieu of notice of dismissal. The amount in dispute was £27. 10s. The plaintiff gained his case and was awarded the amount in addition to costs. His solicitor's taxed costs amounted to £281; the taxed costs of the defendants were £345. The authority were thus called upon to pay a sum of over £650. No wonder the private person is shy of the law courts. Simplification and cheapening of procedure would be of great advantage in cases of dispute.

SCIENCE NOTES.

An Historical Note. THE history of scientific discoveries, especially of the earlier fundamental observations, is a matter of special interest to teachers, who can often gain therefrom a clue to the best path of exposition. Hence no apology is needed for repeating a quotation from Newton's "Opticks," to which attention has recently been drawn. It relates to the device for obtaining a pure spectrum, usually attributed to Wollaston, by use of a narrow slit and a focusing lens. Newton first used a circular hole and triangular prism, as is usually stated. He next (see "Opticks," Exp. 11) focused the image of the hole on a sheet of white paper, and clearly understood the gain in purity of the colours, for he says that when the lens was thus used "in this case the circular images of the hole which comprise that image . . . were terminated most distinctly without any penumbra, and therefore extended into one another the least that they could, and, by consequence, the mixture of the heterogeneous rays was now least of all." The next improvement was the introduction of the slit, which he adopted between the years 1666 and 1672, whereas Wollaston invented it in 1802. For a little further on in "Opticks" we read: "Yet, instead of the circular hole F, 'tis better to substitute an oblong hole shaped like a long parallelogram with its length parallel to the prism. For, if this hole be an inch or two long, and but a tenth or twentieth part of an inch broad or narrower, the light of the image will be as simple as before or simpler, and the image will become much broader, and therefore more fit to have experiments tried in its light than before." We think some of our readers will like to introduce the study of the spectrum precisely in this historic manner. It may be mentioned, by the way, that a white cloud is the most convenient source of sunlight.

Dissipation or Saturnalia? THE sensational transatlantic message relevant to the threatened "dissipation" of Saturn's ring has received an explanation which is not without its humorous aspect. For some years past Prof. Todd, of Amherst College, New York, has been attempting to resolve (in the optical sense) the rings of Saturn. Believing that at length he had achieved his ambition and had actually observed the component particles discretely, he announced the achievement in a Latin sentence containing the phrase, "quam oculorum dissipationem annuli esse interpretatus sum." The daily press failed to interpret "oculorum dissipationem" according to the author's intent—viz., "optical resolution."

Reading as a means of Study. SIR J. J. THOMSON complained of the neglect of reading and the too great dependence on oral tuition. This complaint was the outcome of his Cambridge experience. We wonder what he would say if he had to teach evening classes in our technical colleges, where the majority of students are literally unable to read—i.e. to read in the sense of studying a book or memoir. So long as classes of sixty or more exist, it is difficult to cure this state of

affairs; but it is surely one of the most important duties of a school to give to its pupils the power as well as the will to acquire knowledge by reading. With smaller classes this task must no longer be neglected, or scientific and technical education cannot develop. We are glad to hear that "reading" will form an important subject for discussion at the next meeting of the British Association.

THE topic to which we have just referred is closely related to another work undertaken by a Committee of Section L. We refer to the promised investigation of the influence of school books upon the eyesight of their young readers. We hope the Committee will ban glazed paper for school books, as it is seriously prejudicial to eyesight and has been condemned by every writer on the subject. Science books are the worst offenders, as the publishers employ the glossy paper in order to meet the demand for highly finished photographic illustrations. As a matter of fact, there is no need to use any glossy paper if up-to-date methods are employed; in any case the more elaborate illustrations could be printed on separate pages, so that the text would be on an unglazed surface. Diagrams and line drawings can be well produced by the photo-zinc method at any place on any page. It may interest some of our readers to know that much of the light reflected from glazed paper is plane-polarized—we have got the most striking results from the shiny black cardboard boxes used by photographic dealers.

IN a paper read before the Royal Society on February 8, Drs. Harker and Kaye described a new method of obtaining electric currents. Steady currents were obtained for an hour between two carbon rods—one at the temperature of about 2500° C., the other being kept at a moderate temperature by water-cooling. The currents are such as would be produced by the emission of negative particles from the hot carbon, and it was found that the atmosphere of the furnace was highly ionized at ordinary atmospheric pressure. The furnace need not be an electric one.

WE may congratulate the London Branch of the Mathematical Association on an extremely successful year. All the meetings have been well attended, and the Branch has a large roll of members and associates. Prof. M. J. M. Hill, the President for the coming year, gave an address at the recent annual meeting which put the study of proportion in a clearer light to all who had the privilege of hearing him. Not a few went away resolved to study Euclid's fifth book for the first time in their lives.

IN the Annual Report of the Public School Science Masters' Association we were glad to read that the negotiations with the General Medical Council had reached a favourable conclusion, so that a public school may now be recognized as an institution where medical study may be begun. The Association has now issued a statement of the conditions under which schools can be approved and their pupils be registered as medical students. The effect of the new regulations will be to allow boys to remain under the public-school discipline, with guarded monitorial responsibilities, without delaying their final qualifications as medical practitioners.

A JUBILEE YEAR FOR TEACHERS. DE PRAECEPTORIBUS.

"I CHOSE to be a teacher, because teachers have good pay and long holidays," wrote a male pupil-teacher not so many years ago. This statement is not quoted for the purpose of opening a discussion with reference to its ethical value or to its verity, but because another aspect of the second advantage mentioned seems worthy of remark—viz., long holidays.

At all Educational Conferences and the like much emphasis is laid upon the noble calling of the teacher. Educationists and moralists are never weary of enumerating the various qualities, mental, moral, and physical, that should distinguish the members of so "grand and inspiring a profession." Far be it from me to dispute the necessity of possessing all these qualifications, but it does sometimes occur, even to the uninitiated, to wonder at the exceptional recuperative power

that a teacher must possess to be always fit for his work in the threefold capacity which is required of him. The drain on the teachers' strength is enormous, for he must give of his best if he is to do his lifework efficiently and develop in his pupils the spirit of worthy citizenship without which all education is futile. Mentally, morally, and physically he must always be "fit," and in proportion as he falls short of his standard of fitness do his pupils suffer, and does his work lose its hall-mark of excellence.

The ordinary holidays suffice for temporary recuperation, it is true, but they do *not* suffice for the preservation of that vigour which is essential to success in the teacher's work. In spite of the best efforts that the most conscientious teacher may make to keep "up to date," he will find, as the years go on, that those very efforts are apt to become wearisome, sometimes even futile, and that the very attempt to make them defeats its own ends. Other countries have recognized this and have realized that the year of absence granted to a teacher at the end of a certain number of years—seven or ten, as the case may be—is not only *not* a waste of time, but is a saving of time and even of money, although the teacher has received full salary during his absence. Breakdowns in health are rendered less frequent, if not unknown, and the increased energy in every direction more than compensates the Education Authorities for any transitory inconvenience to which they may have been put.

Of course, certain conditions must be laid down; but these will not be irksome or prohibitive, and the year spent in new surroundings (for one condition will certainly be that fresh ground to be specified by the teacher should be broken) will bring back something of the *joie de vivre* which should enable the teacher to face the years to come with fresh vigour and renewed hopefulness. The matter affects me more than a little, and I am glad to have this opportunity of making a plea for a teacher's "jubilee year." Some time ago a friend of mine said to me, with a sigh: "How I wish that we teachers had a jubilee year like the American teachers!" I was much surprised to hear such a wish expressed by this particular teacher, who, to all appearance, was in excellent health and enjoyed her work. She was an athlete and took a leading part in all the games, and she was one of the most popular members of the staff. Her "jubilee year" would, she told me, be the coming one, as she had been teaching for seven years. The end of the story is tragic, for, before the end of the next year, she had met her death by her own hand. Coincidence, perhaps. So be it!

We all know instances beyond number of overwork, overstrain, neuritis, neurasthenia, and all the other diseases of worn-out nerves, which are so familiar to us nowadays. Might not this result be avoided by some compulsory holiday of decent length, untroubled by pecuniary anxieties? I say "compulsory" advisedly, as no teacher will give in before it is absolutely necessary—and women are the worst offenders in this respect—even though by thus postponing the period of rest they lengthen it indefinitely. "Cowardice" and "courage" are apt to be confounded sometimes, especially by those whose reasoning powers have reached the breaking point, or, perhaps I should say, "vanishing point"!

That there are difficulties in the way of carrying out a scheme which would afford this opportunity to teachers of renewing their vitality—for that is what it amounts to—there is not the least doubt; nor is there any doubt that the benefit to the nation at large would be inestimable.

Surely the labourer is worthy of his hire!

V. P.

THE Carnegie Trust has completed its first decade, and the report just issued shows how the income of ten years, amounting to just over a million, has been spent:—Research, £63,546; grants to Universities, colleges, &c., £368,288; payment of class fees, £445,373; administration, £30,158. From the reserve fund, amounting to £140,000, the Committee propose to make loans for the building of hostels, at a very moderate rate of interest, on the security of the land and the buildings erected.

JOTTINGS.

A VETERAN member of the profession has—at the age of ninety-two—passed to her rest, in the person of Miss Louisa Gann, secretary and for some time attached to the teaching staff of the Female School of Art, Bloomsbury, now incorporated with the Central School of Arts and Crafts. Miss Gann was appointed to the School in 1842, when it was established in connexion with the then Science and Art Department, South Kensington, and she filled the post from that date on into the early years of the present century: perhaps no other of our contemporaries has had quite such a long period of professional service to her credit. She will still live in the kindly thoughts of many students belonging to the present generation, and these include grand-daughters of her early pupils. It is suggested that a book-plate shall be designed in lasting memory of a life devoted to the interest of the school.

THE University of Lausanne announce the Summer Vacation Courses for 1912—the first from July 22 to August 9; the second, August 12 to 30. "Une section de chant" is a new feature. Full particulars can be obtained on application to Monsieur Jean Bonnard, University, Lausanne.

THE French Academy, as a legatee of George Sand's daughter, Madame Dudevant-Palazzi, will shortly found a "George Sand" prize for literature. Part of the legacy will also be used for the upkeep—as a "George Sand" Museum—of the little Château de Nohant, which under the will becomes the property of the Academy.

WINCHESTER.—The Head Master and the ex-Head Master are appealing to Wykehamists to contribute the cost of one of the new buttresses on the south side of the Cathedral, to be called the Winchester College Buttress. It is one of the two on which the Shrine of the Founder rests, and the sum required is £575.

MR. EDWARD SCHRÖDER PRIOR, F.S.A., has been elected Slade Professor of Fine Art in succession to Dr. Waldstein, resigned. Mr. Prior was a pupil of the late Mr. Norman Shaw and is Architect to Cambridge University. He was one of the founders of the Art-Workers' Guild and has written "A History of Gothic Art in England."

MR. EDMUND TAYLOR WHITTAKER, Royal Astronomer of Ireland, has been appointed to the Chair of Mathematics in the University of Edinburgh in succession to the late Professor Chrystal. Mr. Whittaker was bracketed second wrangler in 1895; he was First Smith's Prizeman in 1907 and a Fellow of Trinity College.

THE Leicester and Rutland Association of Secondary Teachers, at a special meeting on February 10, discussed the Report of the Consultative Committee on Examinations and passed resolutions: (1) The multiplicity of competitive examinations should be corrected, and the Board of Education should attempt, by means of conferences, to unify the demands of the Universities and other examining bodies; (2) external examinations should be maintained as a wholesome stimulus, but they should be based as closely as possible on the teacher's syllabus, and the results should be checked by the school record and supplemented by interview examinations conducted by H.M. Inspectors; (3) examinations of the Junior Local standard should not be abolished; (4) if a Central Examination Council is established, the Universities should remain separate school examining bodies under general control. We confess that these resolutions seem to us an attempt to run with the hare and hunt with the hounds. To take a single point. If the examination, say in history, is to be based on the teacher's syllabus, a separate paper must be set for each school, and a whole staff of supervisors would be required to reduce to a common standard the marks awarded.

THE Teachers' Guild announce for this year three Holiday Courses in Modern Languages, to be held during the first three weeks of August, at Honfleur, Lübeck, and Santander. Special attention is paid to the teaching of phonetics and pronunciation. A handbook, giving full particulars of cost, lodgings, syllabus of lectures, &c., may be obtained on application to the office of the Guild, 74 Gower Street, W.C., after the 25th inst.

THE Syndics of the Cambridge University Press announce two new series to meet the needs of students of agriculture. The first, called the "Farm Institute Series," is intended for the average

student who is in training to be a farmer. The account of general principles will be driven home by concrete examples taken from the best farm practice. The second series will consist of monographs written by specialists, summarizing the most advanced agricultural science of the day. The general editors of both series are Prof. T. B. Wood, of Cambridge, and Dr. E. J. Russell, Rothamsted Experimental Station.

MR. KAHN, Head Master of the County Secondary School, Holloway, has been appointed to a Staff Inspectorship under the Board of Education. Mr. Kahn was Head of the Commercial Department of University College School from 1900 to 1907, and is Chairman of the Education Committee of the Teachers' Guild.

THE announcement of a new book by Prof. Skeat confirms his claim to be called the Grand Old Man of Literature. His publications already occupy more than a column of "Who's Who." In an interview on his seventy-sixth birthday that appeared in the *Morning Post*, he mentioned incidentally two interesting literary facts. Dr. Joseph Wright received a Treasury grant of £600 in aid of the "English Dialect Dictionary." This sum has since been all repaid from the profits of the work. The expenditure of the Clarendon Press on the "Oxford English Dictionary" already amounts to £150,000.

A VERY interesting event in the history of the Birkbeck College is shortly to be celebrated, when the Chairman of the Governing Body, Mr. James C. N. White, is to be presented with his portrait to mark the completion of fifty years' connexion with the College. The portrait is being painted by Mr. Seymour Lucas, R.A., and it will be ready for presentation in the early part of the summer. A large number of past students and members are uniting with the governors and staff in the gift, and it is desired to enlist others, of whom it is felt there are many who would wish to join. The Secretary of the College will be glad to send particulars to anyone desiring to take part.

JAKES-DALCROZE RHYTHMIC GYMNASTICS.—Monsieur Jaques-Dalcroze, assisted by six advanced pupils from his College at Hellerau, near Dresden, will lecture and demonstrate in London in March. He has made the following engagements:—Wednesday, March 13th, 8 p.m., in the Small Portman Rooms, 32 Dorset Street, W. Friday, March 15th, 8.15 p.m., in the Great Hall of the London University, South Kensington. Saturday, March 16th, 3 p.m., at the Goldsmiths' College, New Cross Station; demonstration especially arranged for teachers and students.

WE have received the circulars of a firm in Chancery Lane which calls itself "The Institute of Modern Linguists." From the circulars it appears that this is a Scholastic Agency and that it also issues test papers for public examination. We know nothing for or against the firm, but we regret that it should have assumed a name so liable to be confounded with that of "The Institute of Linguists," an association with which it has no connexion.

WE regret that, by an oversight for which the Editor alone is responsible, our report of the Annual Meeting of the Association of University Women Teachers, held on January 20, was omitted in our Conference Supplement of last month.

"THE thing that 'nothing succeeds like' may be possessed to the full, and yet the sad reflection comes, *Quid non cogit mortalia anima?*"—*The Child*, February. Will Dr. Macnaughton-Jones please translate?

THE last three of the course of eight lectures on National Eugenics will be delivered at University College, Gower Street, on the first three Tuesdays of the month at 8.30 p.m. March 5, "Some Signs of Physical Degeneracy," by N. Bishop Harman. March 12, "Tuberculous Heredity and Environment," by Karl Pearson. March 19, "Social Problems: their Treatment, Past, Present, and Future," by Karl Pearson.

FABIAN EDUCATION GROUP.—On Tuesday, March 5, at Clifford's Inn Hall, at 8 p.m., Miss Margaret McMillan will lecture on "What the Worker Wants."

DR. A. P. LAURIE has been elected to the Professorship of Chemistry at the Royal Academy in succession to Sir Arthur Church, resigned. Dr. Laurie is the eldest son of the late Prof. Simon Laurie, and has since been Principal of the Heriot Watt College, Edinburgh. He was Assistant Commissioner to the

Royal Commission on Secondary Education, 1895, and is editor of the "Teacher's Cyclopædia," the third volume of which we recently reviewed.

THE "Directory of Women Teachers" is already well advanced, and will be issued in the early autumn by the Yearbook Press, price 5s. net. It follows closely the lines of the "Schoolmasters Yearbook." Part I deals with the various organized societies of women teachers; Part II is a biographical directory; and Part III is a list of secondary girls' schools, public and private, professional colleges, &c.

THE *Times* has published in pamphlet form, price 6d. net, the article, "Classics and the Average Boy," with a selection of the correspondence that the article evoked.

THE Annual General Meeting of the Teachers' Training Association will be held at the London Day Training College on Saturday, March 16. An important discussion has been arranged on "The Place and Value of the History of Education for Students in Training Colleges." Papers will be read by Dr. Mary Wood (Cambridge), Mr. M. W. Keatinge, M.A. (Oxford University), Prof. J. Welton (Leeds University), Prof. E. T. Campagnac (Liverpool University), and Mr. Charles Fox, M.A. (Cambridge University).

THE Thirteenth Annual Vacation Course for Foreign Women Students, under the direction of Mrs. Burch, will be held from July 5 to August 1 at St. Hilda's Hall. The main subject this year will be "The Influence of Oxford on the Life and Thought of the Nation." Mr. Jeffrey, Mr. de Burgh, Dr. Davey Biggs, Mr. Brett-Smith, Mr. Horsburgh, Dr. Burch, and Miss Margaret Lee are announced as lecturers.

WELCOME volumes recently added to "Everyman's Library" are Walt Whitman's "Leaves of Grass" (the last edition approved by Whitman), "Piers Plowman" (slightly modernized), "A Book of British Ballads," by R. Brimley Johnson, and "A Volume of Heroic Verse," by Arthur Burrell.

COLONIAL AND FOREIGN NOTES.

FRANCE.

When a French father has a grievance, he writes to the *Journal des Débats*, just as the angry parent in England appeals to the *Times* for sympathy. Here is a complaint that was lately vented in the great French newspaper. A gentleman last autumn sent his son, aged eleven years, as a day-boy to a *lycée* in Paris. He was astonished to see the boy repairing twice a day to school with a weight of books on his arm tiring even for that of an adult. "Mons fils, devenu lycéen," exclaims the father, "est en même temps devenu portefaix." If this was physical education, it was physical education in the worst form. A satchel was provided in order that the weight might be transferred from the arms to the back. One Wednesday it was found to be too small; the young *lycéen* had to carry some of his exercise-books under his arms. Morning school that day required: a French grammar, a volume of French exercises, one of "choice extracts," one of fables, one of "scenes from the dramatists," a Latin grammar, a Latin word-book, a Latin "method," a volume of logical analysis, an *épître historique sacrée*, a collection of passages for translation from Latin and nine paper-backed exercise books or note-books, to say nothing of pens, ink-bottle, and written home-work. We have never known so much learning laid upon the shoulders of an English boy. Yet even at home we are for lightening the child's load. A great burden of books may impress the public; it is no measure of attainment or of efficient teaching.

Both France and Switzerland are preparing to celebrate this year the two hundredth anniversary of the birth of Jean-Jacques Rousseau. The French committee, composed of senators, deputies, University graduates, men of letters, artists, the mayors of the towns in which Rousseau lived, and delegates from Geneva and Neuchâtel met on January 11, in order to settle the program of the celebrations. In addition to official ceremonies at Paris, there will be given, from June to September, a series of *fêtes de la Nature* in certain provincial towns. The president of the com-

mittee is N. Léon Bourgeois, a senator. If in some things education has left Rousseau behind it, the memory of the inspiration that he breathed is imperishable. And many of his axioms have been so universally accepted that one wonders that it should ever have been necessary to formulate them. Take as an example this:—"La première éducation est celle qui importe le plus, et cette première éducation appartient incontestablement aux femmes; si l'Auteur de la nature eût voulu qu'elle appartint aux hommes, il leur eût donné du lait pour nourrir les enfants."

Let us leave Rousseau for the present. As we have said before, compulsory education has not done its work perfectly in France any more than in England. Among the conscripts the number of the illiterate is still large, in spite of School Laws. Last year in Dordogne the illiterates were 8.83 per cent.; in Morbihan, 10.02; in Corrèze, 10.16; of the *sublettrés* (it is the official term for those who can read only by spelling out the words) the percentage was 30, 40, or even 50. One young soldier said Bismarck was a Frenchman who betrayed France; another that Morocco was a country in which there had lately been strikes! Moved by the example of Switzerland, where the *recensement intellectuel* of the recruits, now in operation for more than thirty years, has produced marvellous effects, the French Chamber established (June 29, 1910) for conscripts an annual examination in the subjects of primary education. The Conseil supérieur has just approved new regulations for the conduct of this examination, which will be "pour tous les Français accomplissant leur première année de service comme appelés," and will be held in the first week of their incorporation.

Last May an English Bill was drafted to raise the school age and to enable the Local Authorities to draw the adolescent into continuation classes. One day Mr. Runciman dropped his Bill noiselessly and went forth to ravage our kailyards. But before May M. Buisson in France—for we are compelled always to follow and may nowhere lead—had brought in a similar Bill (March 6, 1911). He was not able to go forward with it. But there the parallel ends. Mr. Runciman traverses the country, discoursing of agriculture with the same airy confidence as that with which he used to talk about education, his mind not biased by any knowledge of his subject. M. Buisson is a patriot, and he means business. Through his organ, the *Manuel général de l'instruction publique*, he has been conducting an inquiry into the whole subject of Continuation, or, as the French term is, *l'enseignement post-scolaire*. Replies to questions have been received by the *Manuel* from M. Cohendy, M. Raoul Péret, Deputy and Reporter on the Budget of Commerce, M. Coupat, Secretary of the Fédération des Mécaniciens, and others. We should like to show what the idea of Continuation is beginning to comprehend in France.

The scientific elements, writes one respondent, which should appear in every scheme of instruction may be arranged in six groups. (a) Elementary literature; a workman must know how to speak and write his native language, and, especially on a frontier, he should have some knowledge of that of a neighbouring country. (b) For the exact sciences it will be expedient to teach everywhere the practical applications of mathematics and geometry; so with physics, chemistry, and mechanics—no one should be ignorant of their fundamental principles. (c) In the sphere of Nature, outlines of the vegetable, mineral, and animal kingdoms should be presented, along with an indication of the resources severally drawn from them. (d) In art more attention than ever should be given to drawing as applied to the industries, and, secondarily, to modelling and to moulding; for these forms of art, besides their daily utility, have a happy influence on mind and body. (e) As to history and geography, their chief themes in continuation classes will be the progress of industry, the sources and distribution of industrial products. (f) From the commercial point of view, a little book-keeping, some letter-writing, and some slight study of law as it relates to industry will serve to inculcate habits of economy and order, or will give guidance for the conduct of life.

We hear the practical teacher cry out: "Yes, but the time for this? How can you pack it all in?" The English draft Bill fixes the maximum number of hours during which attendance of continuation classes may be required at a hundred and fifty a year. We know that not all the arts and sciences can be taught in a hundred and fifty hours. But, as we have already said, experience alone will show us what we can teach and how best to teach it. For the present we must keep in mind the two great objects of Continuation. It seeks, on the moral and intellectual side, to exercise wholesome influence on the adolescent and to prevent the work of the primary school from being wasted; in its economic aspect it aims at a vast increase of the productive power of the nation by means of voca-

tional instruction. Thus liberal and vocational elements must be combined in it. Let us insist on the combination, and let us, leaving Mr. Runciman to sweep the fields with the wind of his rhetoric, imitate M. Buisson in patriotism and in sticking to business. Continuation gains favour in proportion as it is understood. We ask our readers to be earnest in endeavouring to diffuse a clear conception of its ends, so that the Bill, when it is revived, may have an irresistible weight of educated opinion behind it. We must not lose heart because Mr. Runciman betrayed us.

Working men will clamour for the Bill as soon as they grasp its scope. [But will they tolerate the exemption of children "beneficially employed in agriculture" ?]

A Volte-face possible.

If Mr. Lloyd George were President of the Board of Education, there would be conferences with the trade unionists, at the end of which we should have, not *permission to require* attendance at continuation classes, but *obligation to compel it*. Perhaps Mr. Pease may be no less bold. His countrymen are looking for a sign—eagerly and hopefully.

GERMANY.

Pedagogues differ about most things, about none more irreconcilably than handwriting. One would regenerate mankind by means of the vertical style ; another proves that the slanting script was, after

Handwriting.

all, more salutary. We ourselves have declared for legibility as the supreme virtue of handwriting. In Prussia a new idea has found acceptance. Since it is wrong to train all children, without regard to their several dispositions, to the same way of writing, the Kultusministerium has designed a reform of the mode of instruction. Every child must be induced to express his personality in his handwriting, which is to have, as we say, "character." The school of the future will enable us to distinguish the knave from the honest man by a study of his autographs! Yet the task of the teacher in the matter would seem to be no light one.

The Germans continue the struggle to restrain the circulation of demoralizing fiction. It is calculated that in the year 1908-9, and in Germany alone, £2,000,000 were earned by the sale of these pernicious wares—detective stories, adventures of the Sherlock Holmes or Nick Carter sort, and criminal romances. In spite of all efforts the magnitude of the evil has been but little diminished. The cinematographic theatre helps to deprave the young and to foster a taste for *Schundliteratur*, which supplies explanatory texts for the pictures. Such theatres need to be sharply watched, and in Germany they stand under police control. Thus for the towns of Königsberg, Memel, Rastenburg and Braunsberg a police regulation has been issued by which children and young persons under sixteen years of age are forbidden to visit cinematographic theatres after 8 o'clock in the evening, even in company with adults. The manager who admits them is liable to a fine of £3, or to imprisonment. Similar restrictions prevail in many other places.

Germany is as eager to fly as France. The new Prussian budget allots to Göttingen a further sum of £200 a year in permanency, and a single grant of £50, for scientific aeronautics. This, it appears, is in addition to the assignment in 1911 of £750 a year. To the Technical Hochschule of Charlottenburg, also, State aid for aeronautics is accorded. There a balloon hall is to be hired, the sum offered towards its maintenance being (for 1912) £2,400.

UNITED STATES.

Vocationalism continues to be the dominant note of educational progress in the United States. Chicago would seem to be the chief centre of the movement to further it. But everywhere it spreads. A resolution passed at the last meeting of the Pennsylvania State Association emphasized the need of vocational training for that great majority of children whose educational opportunities cannot extend beyond those furnished in the public schools. Whether the formal education of a child were to end on his fourteenth birthday or at some other time before ripeness for college, he ought, said the Association, to receive the *best preparation for efficient life* that can be devised. At Peoria, Illinois, a special organ, *Vocational Education*, is published. The Educational Conference of Boston recommended that the department of vocational guidance at Boston should be enlarged and more effectively organized, with a Director of Educational Guidance at its head. Vocational guidance, it will be remembered, aims at fixing the mind of the child, from the earliest possible moment, upon the deliberate choice of a vocation and upon the means of preparing himself for it. The American

boy will not, on leaving school, suddenly decide to become, for example, a cabinet-maker. He will have been a cabinet-maker *in spe* from early childhood.

There is much of tragedy in the thought that hitherto the great army of workmen has been recruited without any regard for the natural capacity or the will of the recruits. Yet the iron law of supply and demand imposes a limit upon freedom in the choice of a

A strange Subject of Instruction.

trade. On the economic question, however, we may not dwell ; let us rather tell of a strange form of vocational instruction obtaining in America. Boston has been for five years teaching "salesmanship and saleswomanship"—or how to vend wares. This winter the Young Men's Christian Union is having a course at which real, expert salesmen sell real goods to real purchasers, while the students look on. A different "line of goods" is offered every evening. The students watch the process and make notes upon it. When the selling is over they are allowed to ask questions, and, if there is any delicate point of *finesse* that they have failed to notice, it is brought to their attention. We suggest that a moralist should be present at the instruction, lest haply teachers and pupils should confound the art of persuasion with the art of deceiving.

Teachers are to profit by the recent quickening of Boston. Those whose salaries have been less than 1,000 dollars

Other News from Boston.

maximum are to have their salaries increased from January 1, so far as the ten cents on 1,000 dollars provided by the last legislature will allow. Every teacher in the city had a New Year present of five dollars from a special water-rate allowed to the School Board. At a recent School Committee meeting an order was passed which will reduce the quota of pupils per teacher in the elementary classes from forty-four to forty, and in the ungraded classes from thirty-five to thirty. This order will come into effect next September, and will mean, among other things, the appointment of two hundred additional teachers and an initial cost of 120,000 dollars.

INDIA.

A circular issued by the Director of Public Instruction for Bombay and relating to home-work may have something of suggestiveness for teachers in England as well as for those in India.

Home-work.

I. Inasmuch as home-work is intended to encourage reading and thought on the part of the pupil, to supplement class-teaching, and to employ leisure time usefully, it should never consist in the fair-copying of notes scribbled in the classroom, or in the cramming of whole pages of textbooks or be such as can be performed by a private tutor ; nor should it be excessive in quantity. Head masters should therefore see that the following instructions as to its quantity and nature are observed.

II. *Quantity*.—Primary : below Standard IV, none ; Standards IV, V, not to exceed a fair hour's work for the average boy ; Standards VI, VII, not to exceed an hour and a half, as above. Secondary : below Standard IV, not to exceed a fair hour's work for the average boy ; Standards IV, V, not to exceed two hours, as above ; Standard VI, not to exceed two and a half hours, as above ; Standard VII, not to exceed three hours, as above. Early morning work should be encouraged ; if done in the evening home-work should be done after games and not instead of them.

III. *Nature*.—On no account should the practice be allowed of copying out at home what has been scribbled to the teacher's dictation in class. No written work such as can be done by another person should be set—e.g., essay, translation, or sums. Every use is to be made of the school library, and private reading is to be insisted on. Work should not be so difficult as to be discouraging to the average boy, but should be such as to encourage self-reliance. Nothing that can be done for the pupil, and only that which can be done by the pupil, is wanted.

CAPE OF GOOD HOPE.

The *Education Gazette* reports a judgment of the Court of Appeal in regard to the admission of children

Coloured Children.

of other than European parentage or extraction into undenominational public schools established for the education of European pupils. The Chief Justice, supported by the full bench, maintained entirely the finding of the Courts below that it was part of the policy of the Cape School Board Act of 1905 to promote the establishment of separate public undenominational schools for children of European parentage or extraction and for children of other than European origin. Schools for European children are for those of *unmixed* European descent ; excluded from them are children obviously coloured. Where

(Continued on page 174.)

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colour is not obvious, the *onus* lies on objecting parents to produce clear proof of the non-European element in the children whom it is proposed to exclude. At the Cape of Good Hope most of the coloured children are in mission schools; but during the last few years a number of public schools have been established specially for such children. The list of coloured public schools shows that there is one of the first class with an enrolment of 66 pupils; two of the second class with an enrolment of 438; and fourteen of the third class with 1,380 pupils on the registers. There are, in addition, four third class public schools which for all practical purposes may be regarded as coloured. These schools contain 382 coloured and 82 white pupils. The schools referred to above are to be found in the large centres—at Cape Town, Port Elizabeth, and Kimberley—and there are also several distributed over the railway system.

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This lump of coal is very big;
A pit, to get the coal, we dig.
Coal lies in *strata*—seams so thick:
You sew your seams, the miners pick.
Coal is *opaque*; this hard word stumps;
It means you can't see through the lumps.
Come close and try, but do not touch,
For fear you might your noses smutch.
A lump of coal is fossil wood:
I'll show you fossils if you're good.
Be good, and this last lesson learn:
(Right face! All to the fireplace turn)—
Coal blazes when I bid it burn.

[Throws lump on the fire.]

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Education in India. The Rajkumer College at Rajkot. *Times Educational Supplement*, February 6.

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THE fourteenth Annual Meeting of the Moral Education League was held on Tuesday, February 13, at the Royal Society of Arts. The Annual Report recorded a steady increase of support at a time when the "religious difficulty" in education was not actively before the country, and as a result of purely educational work apart from political conflicts of the hour. During the year, the League's Official Demonstrator, Mr. F. J. Gould, had delivered over fifty Demonstration Moral Lessons in many parts of Great Britain and Ireland and nearly the same number of lessons in leading cities of the United States of America. These included lessons before the staffs and students of ten training colleges in England and Wales, and before three University summer schools in the United States of America. In India the League's book of moral lessons, "Youth's Noble Path," has been adopted by the University of Calcutta, the Government of Bengal, and, in large part, by the Government of Bombay.

The Business Meeting of the League was followed by a General Meeting of members and friends, when the Annual Address was delivered by Mrs. Bryant, D.Sc., Litt.D., on "The Many-sidedness of Moral Education," Mr. G. P. Gooch, a Vice-President of the League, presiding.

The Need of a High Ideal.

The lecturer pointed out that one of the most important aspects of moral education was the training of character as such—the development of a person vague in motive, feeble in purpose, and incalculable in action into a personality of determinate character on which one could count, with steady life purposes implying a life ideal to the realisation of which all particular desires were subordinated. But everything depended on the nature of the life ideal under which this efficiency had been acquired. If the result attained by parent or teacher were merely the "men of character," the egoists, who "get on in the world," little worth mentioning had been achieved. Hence there emerged a further demand on the moral educator for the rescue of these capable persons from their egoistic fate. The wiser parent or teacher would have duly provided for the development of character along the lines of altruistic motive, social purposes, and a full composite ideal of life and personality.

From Egoism to Altruism.

The problem of the egoist remained in any case. Since human nature tended not a little to develop on egoistic lines, a scheme for moral education should on one of its sides make appeal to the individual's desire for his own good in some sense that he understood. It was not necessary that this should be the sense of ease or pleasure. Man the individual, no less than man the social member, needed the moral life. In the language of Hebraic thought, he needed it as righteousness, cleanness of heart, singleness of purpose.

Pausing, first, to suggest that in moral education neither the way of religion nor the way of reason should be neglected, the lecturer proceeded to summarize the principal directions in the development of moral character in the young:—(1) The transformation of wayward impulse into a system of steady purpose. (2) The evolution of altruism side by side with normal egoism in wholesome social life. (3) Training to sense of duty, a freely moving conscience, liberality in submitting within limits to the social will, and, last, but not least, the self training of character to independent initiative and sturdy adhesion to purposes freely chosen.

HARROW VOLUNTARY SCHOOL CLINIC.—Recently at a semi-public gathering in Harrow, it was unanimously resolved to establish immediately a school clinic in Harrow. Dr. Schaychovsky, who initiated the movement, is well known as an assistant medical officer for schools under the L.C.C. He gave an address explaining Miss McMillan's work at Deptford, and made an appeal for £300 to start the Harrow clinic. This amount will provide accommodation, apparatus, a medical officer and dentist for one session per week, and a permanent nurse for about one year. After this period it is believed the clinic will be well established, and it is hoped that the Local Education Authority will come to its aid. It may possibly be the forerunner of a scheme for Middlesex. A committee to collect subscriptions and make all arrangements was appointed at the meeting, and included, besides some influential residents and representatives of local teachers, two masters of Harrow School—Messrs. Lascelles and Owen.

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CONGRESS OF THE UNIVERSITIES OF THE EMPIRE.

Tuesday, July 2.—Morning.—Chairman, Lord Rosebery, Chancellor of the Universities of London and Glasgow, and Lord Rector of the University of St. Andrews. Subjects: (1) Question of specialization among Universities; (2) Inter-University arrangements for post-graduate and research students.

Wednesday, July 3.—Morning.—Chairman, Lord Curzon of Kedleston, Chancellor of the University of Oxford. Subjects: (1) The relation of Universities to technical and professional education and to education for the public services; (2) Interchange of University teachers. Afternoon.—Chairman, not yet fixed. Subject: The problem of the Universities in the East in regard to their influence on character and moral ideals.

Thursday, July 4.—Morning.—Chairman, Lord Rayleigh, Chancellor of the University of Cambridge. Subjects: (1) Conditions of entrance to Universities and the mutual recognition of entrance tests; (2) Action of Universities in relation to the after-careers of their students. Afternoon.—Chairman, Lord Haldane, Chancellor of the University of Bristol. Subject: University Extension and tutorial class work.

Friday, July 5.—Morning.—Chairman, Lord Strathcona, Chancellor of the Universities of Aberdeen and McGill. Subjects: (1) The establishment of a Central University Bureau—its constitution and functions; (2) The position of women in Universities.

FOR the first time the fifty-two Universities of the Empire will meet in council, each University represented by accredited delegates and at six sittings, each presided over by a chairman of the highest eminence, will confer on a matter of the first importance to the solidarity and welfare of the Empire.

We are not forgetting the Conference of Allied Colonial Universities organized by Sir Gilbert Parker in 1903, or the two more recent Conferences on Education as a whole, called respectively by the League of the Empire and the Board of Education, but the first of them sat for a single day, and

at the other two University questions were hardly touched upon.

The Agenda prefixed to this article shows how wide a field has to be covered, and it is to be hoped that some of the more pressing questions will be referred to committees. We are glad to learn that when the formal work of the Conference is over the delegates will spend nearly a month in visiting the other Universities of the United Kingdom, and we have no doubt that more will be gained in the way of imparting and receiving knowledge and so providing a mutual understanding by such informal intercourse than could be effected by prolonged sittings.

The Home Universities Committee, which is responsible for the Agenda, consisted of the Vice-Chancellors of all the Home Universities, strengthened by a few experts, and their discretion is shown even more by the subjects that are omitted than by those that are selected. For instance, the relation of the University to the State and of the staff to the governing body are at once too wide and too thorny questions to be admitted. Even among the subjects to be discussed there is room for the widest differences of opinion, and there is no fear of any one debate lapsing for lack of contrary arguments. But there are two or three topics on which there is universal agreement as to the object to be secured, and here we may hope that the Congress will evolve, at least in outline, a plan of common action. One of these is "Conditions of entrance to Universities and the mutual recognition of entrance tests." At home the diversity of entrance tests is a standing grievance with schoolmasters, though of late something has been done to remedy it; but if a common matriculation standard could be secured there can be little doubt that Colonials would send their sons in far greater numbers to a British University.

If the British Universities would agree to admit any student who had passed a year at a colonial University, this would be a distinct step in advance, and it can hardly be contended that the students so admitted would be inferior in mental calibre to natives who now manage to scrape through Responsions. Cognate to this is the question to be debated under Lord Rosebery's chairmanship of post-graduate study. Here there are no difficulties of revising long-standard regulations; but we want the colonies to tell us how it is that for one post-graduate student that our English Universities attract from abroad, the German Universities attract a score. The cause cannot be ascribed solely to the superiority of German professors, for in classical scholarship, in literature, and in some branches of science we can certainly hold our own. The *vera causa* lies in the fact that so far English Universities have not laid themselves out to encourage or provide for the wants of post-graduate students. How many Oxford or Cambridge students stay up for research work or with any other object except a fellowship in prospect?

As to the interchange of University teachers we are less hopeful of arriving at any practicable scheme. English professors have already been welcomed in the Colonies as *Gäste* and given single lectures or a course of lectures, and Prof. Gilbert Murray has set an example which we hope may be followed, in accepting an invitation to give a whole term's tutorial work at the Ann Arbor University; but to effect an exchange between A and B for a year, or even for a term, would be as hazardous a venture as to arrange a marriage by a matrimonial agency. It may be said generally that it takes a term for the ablest teacher to get into touch with his class and be really effective.

No better Chairman than Lord Strathcona, a born organizer, could be named for the discussion of the penultimate question—the establishment of a Central University Bureau. There is no need to point out the many useful functions that such a bureau might perform—the interchange of University intelligence, official documents, &c., the announcement of vacancies or new posts to be filled, arrangements for lectures by Colonial professors visiting England or English professors visiting the Colonies.

We cannot conclude without again expressing our profound regret at the loss which the Conference has sustained in the death of its first secretary, Dr. R. D. Roberts. Dr. Alex Hill

has stepped into the breach and proved himself a worthy successor, but it will not be forgotten that Dr. Roberts did all the spade work.

The last Imperial Conference on Education was a dull affair, mainly because the Board of Education neglected to make any preliminary arrangements for Colonial readers of papers and openers of debate. The organizers of the forthcoming Congress have not fallen into this vital error. Every item on the agenda has been entrusted to some competent authority, home or colonial, and all communications intended for the Congress will be printed before it meets.

We may again remind our readers that associate membership of the Congress will be open to all who may choose to join on payment of a fee of 10s. 6d.

THE SUPPLY OF TEACHERS.

By "AN OLD FOGEY."

Rate-payer. Is it true that the number of boys and girls who want to be teachers is something like half what it ought to be?

Councillor. I believe so.

R. What are we to do about it?

Teacher. Pay higher salaries.

C. And who is to find the money?

T. Parliament by preference; if not Parliament, the rate-payers.

R. Who are already overwhelmed by the burden of increasing Education Rates!

C. But salaries and conditions of service are better than they used to be. How is it boys and girls are not coming forward?

T. There are several reasons, no doubt, but chiefly because it is more difficult than it was to qualify as a teacher.

C. Why, I thought the abolition of the old system of candidates and pupil-teachers and the preparatory training in secondary schools was a great improvement.

T. So it is for those who can afford it.

R. Afford it! Don't the rate-payers provide free places in secondary schools and other advantages for those who want to be teachers?

T. Yes, and if they had not done so the number of intending teachers would be much smaller than it is. But that is not what I mean.

C. Please explain.

T. Under the old system recruits for the teaching profession were enrolled by a simple process. A boy or girl attending any village school, who appeared to be suitable, was taken in hand by the master for both teaching and training.

C. Yes.

T. There was no disturbance of habit or environment. It was not necessary, at the age of twelve, to attend a secondary school far away from home, or for the parents to incur the cost of better clothing. On the contrary the candidate earned something.

R. And it was a very good system too!

C. This source of supply, you think, is not tapped under the new system?

T. Assuredly not in the rural districts. Innumerable "runners" which swelled the main sources of supply have been effectually stopped.

C. But the quality of the supply, such as it is, has been improved, has it not?

T. It ought to have been, but we are not as yet in a position to judge. I should not like to say a word against any measures to improve the qualifications of teachers. It is possible, however, for a person to possess excellent qualifications without being qualified for a particular purpose.

C. In other words, you think the rising generation of teachers, while better equipped in some respects, may not be suitably equipped for elementary-school teaching.

T. I think it is possible. It follows also that, as the standard of qualification is raised, the number likely to make the effort to reach it must diminish, unless the rewards of service are considerably increased.

C. How much is now expended on teachers' salaries in England and Wales?

T. Over fourteen and a half millions a year.

C. Then an increase of 10 per cent. only would add about a million and a half to the estimates?

T. Yes, and an increase of 10 per cent. would leave the salaries a long way below the standard scale of the National Union of Teachers.

C. It seems to be a promising prospect for the County Councils.

R. And for the rate-payers.

T. And also for the teachers.

REVIEWS AND MINOR NOTICES.

"Home University Library."—*The School: an Introduction to the Study of Education.* By Prof. J. J. FINDLAY. (1s. net. Williams & Norgate.)

To write an introduction to the study of education in a volume of some sixty thousand words that shall at once satisfy the professional student and by laymen be pronounced readable is a task that few living Englishmen could undertake with any chance of success, and we may say at once that Prof. Findlay is one of the few. He has had wide and varied experience both as a schoolmaster and as a trainer, he has studied foreign systems on the spot, and, what is an even more important qualification, he has a philosophic mind. The difficulty may be realized if we turn to the article on "Education" in the Cambridge edition of the "Encyclopædia Britannica"—a composite article not lacking in philosophy, but with no sense of proportion and certainly not readable as a whole. It would be interesting to compare the more nearly cognate monograph of Herbert Spencer which has become almost a classic; but it is enough to observe that the rapid advance of recent years in genetic psychology and the changes in the national system of education have made much of Spencer's work obsolete.

We turn at starting to Chapter V, which the preface tells us contains the heart of the book. For Shakespeare's "Seven Ages of Man" we have five stages of growth or development—infancy or the age of play, childhood proper (roughly from eight to twelve), the age of stability and adolescence (from thirteen to twenty for girls and from fourteen to twenty-four for boys), which may be subdivided into three stages—pubescence, youth proper, and a finishing stage. By determining the characteristics, physical, moral, and intellectual, of each stage (such is the thesis), we obtain a firm basis on which to build our scheme of studies and organize our educational system.

Dr. Stanley Hall has made us familiar with this stratification, and it is in the superstructure, not the foundation, that Dr. Findlay shows his originality and his practical grasp of the problem. He acknowledges that psychology is still in its infancy, and that there is much to be done before we can be said to have mapped out the normal mind. All he insists on, and rightly insists, is that this is the true line of advance. We find in this chapter a glaring instance of the wide differences that still exist among psychologists, or perhaps we should say between the psychologist and the physiologist. Dr. Findlay tells us that "about the age of eight the brain has grown to its full weight." From Sir James Crichton-Browne we learned

the other day that the brain continues growing up to the age of twenty-three, and probably longer.

We are glad to find in so devoted a disciple and exponent of Dr. Arnold a repudiation of the pernicious heresy that youth is the dangerous period through which the lad must be hastened in order to reach the "moral thoughtfulness" of adult life. "To the youth himself the present life affords a sufficiently varied scene. The period is not merely a preparation, but is itself a life; and if it ends there, it has issued not only in promise, but in fulfilment." And the wise teacher who sympathizes with youth will share this view, and, as far as may be, let youth live its own life and work out its own salvation. "Normal submission to custom and environment should be enforced, but variation, and even eccentricity, should not be too harshly judged; variety of outlook and experience, both of men and of things, should be afforded." In fine, the teacher should appear, not as a despotic taskmaster, but a kindly providence.

This raises the difficult question: how far is the teacher justified in imposing his own ideals, his personal philosophy of life, upon the school? Dr. Findlay answers unhesitatingly that in so doing he is exceeding his office. The teacher, he holds, is the servant of the public, and, just as the Civil Servant is forbidden to take an active part in politics, so the teacher must forbear from indoctrinating his pupil with his own ideals of life and conduct if these are in advance of what the author calls the Ethics of the Period. We confess that this seems to us dangerous doctrine. It may be intended as a salutary warning against exalting the school at the expense of the home, and so undermining home influence; but, after all, the teacher, if a servant, is, no less than the minister of religion, a preacher of righteousness, and his righteousness must exceed that of the Scribes and Pharisees, or, as we should put it, of conventional society. We cannot commend the manner, but we have a sneaking sympathy with the sentiments, of a famous head master recently dead. To a parent who came to him complaining that his son was not being taught tots and book-keeping he answered: "I profess to make of boys who are entrusted to me scholars and gentlemen. If you want your son to be taught how to sand your sugar and water your tobacco, you have come to the wrong shop. Good morning."

To return from this digression, we may say briefly that the central theme, though some of the premises appear to us doubtful and some of the conclusions disputable, gives a unity to the treatise and makes it eminently readable. Thus, the argument applies to the teacher no less than to the taught. By it the teacher is no longer a clerical assistant or a drill sergeant, but a member of a learned profession, a man of science who is bound to have studied his special science—child study—and whose qualifications the State is bound to attest and recognize. Again, in a Register teachers will be grouped according to the respective ages of the pupils they teach or are qualified to teach. They will all have been trained and all be members of one body, differing in kind, not necessarily in degree, no group in a position to look down on another group.

This appears to us sound doctrine, and it is not invalidated by the somewhat fanciful distinction that Dr. Findlay draws between the primary and the secondary teacher. The ideal primary teacher, he tells us, is *par excellence* an artist and craftsman, and he will take William Morris as his exemplar. The ideal secondary teacher is *par excellence* the scholar and humanist, more like "The Scholemaster" of Roger Ascham. If we were paradoxically inclined we might maintain, on the contrary, that the one thing lacking to our primary teachers is (as Mr. Holmes rashly asserted) culture, and that our secondary teachers (as "A Public-school Master" maintained in the *Times*) chiefly fail from lack of Art and science.

The points we have commented on have been taken somewhat at random; but, in a volume so matterful and closely packed, the reviewer must pick and choose. If we may vary a hackneyed quotation, "Nullum fere educationis genus quod tetigit non illustravit." There are a dozen paragraphs

we had marked for comment, but we must content ourselves with giving the headings: 1, Denominational schools may claim State aid if supporters are ready to put their hands in their pockets; 2, In public national schools there should be not "a right of entry," but "a right of exit"—i.e. permission for children to receive religious instruction outside the school; 3, Moral instruction should include the elements of biology, sociology, and civics, to be studied through the medium of the Bible and great writers, classical and modern; 4, The corporate life of the public schools should be extended downwards; 5, Each school should have a separate body of managers; 6, The democratization of education should be extended not by more scholarships, but by lowering of fees; 7, Leaving certificates, according to the German plan, should supersede Locals.

The Twymans. By HENRY NEWBOLT. (6s. Blackwood.)

"A Tale of Youth" (such is the sub-title) has two distinct parts—a story of school and college life and the romance of a disputed inheritance. The author's name is sufficient warrant for the *callida junctura*; but either part forms an independent whole, and we shall here confine our attention to the first, which more immediately concerns us as schoolmen. The book is dedicated to Sir Arthur Quiller-Couch "in remembrance of hours when you and I sat together in that bare, high-roofed chamber which is now no longer the Sixth Room." It hardly needed this clue to identify the Downton of the novel with Clifton. The author is careful to warn us that we must not look for a photograph, but rather for the image which appears in a magic Eastern mirror, which reflects not only the actual scene, but, interwoven with it, a vision of the gazer's own thoughts and sentiments. Such a mirror, in a greater or less degree, is every true work of art—portrait, poem, or historical romance; but in Mr. Newbolt's magic glass the leading figures stand out real, life-like, and unmistakable against the background, a blend of fact and fancy. We confess that this admixture offends our artistic sense, though Mr. Newbolt may well plead that he has done for Clifton what Tom Hughes did for Rugby in the most successful of all school novels. But the precedent does not hold good. In "Tom Brown" the Doctor is introduced like Olympian Zeus in the "Iliad"—a power that moves and dominates the whole, but is rarely seen in bodily presence. Here like Percy, the hero of the novel, we recognize "instantly and with the clearness of life the tall, spare figure, the chiselled face with its lofty and remote air, saved from too dominant an austerity by the force of the slightly stooping head." and hear in every sentence "the lingering North-country accent and the unconsciously melancholy cadence that softened its strenuousness with a grave beauty of resignation."

Even more life-like in form and feature is the portrait of Bullingham, "the tall, fair, full-bearded Viking, with huge, loose-hung limbs and frank, unwavering blue eyes . . . exhorting his House like a Skald, thanking them like a victorious Berserk, cheering them with the merriment of a sea-wind, rebuking them with the thunder of a Miltonic archangel . . . rolling on his own hearthrug with the playfulness of an enormous dog." When portraits are so lovingly and faithfully limned the originals can hardly resent being put into a book, but, we must repeat, it is not the highest art.

But the story is more than a gallery of character sketches; it presents Clifton as the ideal of a public school, an advance on the Rugby of Dr. Arnold in so far as it combines home life with the life of a boarding house. The standing quarrel between a scientific and a literary education is freshly and vigorously fought out by Percy's two guardians, and the conclusion reached is that the essence of education is adventure and service, medieval knight-errantry stripped of its externals and adapted to modern conditions; and the idealist has the last word in the argument. "My dear Ronald," said Mr. Manby, "I accept your phrase—science is a pilgrimage to the shrine of truth. But it is the only part of my life that has given me any peace." "Mere science may be peace," said Roland, "but life cannot; life looks beyond science. 'Inquietum est cor nostrum.'" Horace, Virgil, Dante, and Keats,

not Darwin and Huxley, are the hero's teachers at Clifton, and the *genius loci* is in the chapel and on the cricket ground, not in the laboratory or on the downs and wooded banks of the Avon. We feel no temptation to intervene or discuss how far such a course is suited to the average boy, or to what extent the home-boarder element leavens the whole lump. We are content to accept the glorified picture of Clifton as seen in the author's mirror—that is, through a golden haze. If "Tom Brown" is the best presentment of public-school life, the lines ending "*Sed miles, sed pro patria*" are the very quintessence of the public-school spirit, and Mr. Newbolt's prose is nearly as good as his verse.

Roman Stoicism. By E. V. ARNOLD. (10s. 6d. net. Cambridge University Press.)

Since the days when Burton in "The Anatomy of Melancholy" could disparage Zeno and Chrysippus as "two doting Stoics" the doctrines of the Porch have risen in honour and have attracted much penetrating inquiry. If Zeller be deemed now out of date, two good summaries of them (with *Belegstellen*) are accessible: one in Überweg's "Grundriss," the other by von Arnim in the "Allgemeine Geschichte der Philosophie." Mr. W. L. Davidson and Mr. R. D. Hicks have recently published studies in Stoicism. Now comes Prof. Arnold, of the University College of North Wales, with a fine book on the subject, which has grown from a course of lectures into a complete treatise, admirable in arrangement, equipped with supporting passages for the use of the scholar, yet intelligible enough to the reader without Latin and Greek who may go to it in quest of philosophic truth. Stoicism is no more a dead philosophy than Greek is a dead language.

We have said that this is a fine book; we feel inclined to go further and to say it is a great book. It has a width of view that differentiates it from the ordinary classical handbook. The author is in touch with modern thought, as he shows in such remarks as this: "The broad monistic principle 'all things are one' is meaningless apart from some kind of interpretation in dualistic language." He writes of the Stoics with sympathy, his opinion being that "to understand Stoicism fully a man must himself become for the time being a Stoic." If we might hint a fault it were that his expositions do not always carry absolute conviction with them; thus the strange contention of the school that quality (*ποιότης*) is a body would seem to be set forth in a more plausible form by von Arnim (*l.c.*). But the evidence for Stoic doctrine is in some cases imperfect; nor can we think that the system was ever kneaded into a self-consistent whole. Much of it appeals even to our own age at least as profound and noble speculation; its influence has been vast. Prof. Arnold rightly feels that he has a fascinating theme to handle, and his readers will find that he has handled it worthily. His chapter on the Stoic strain in Christianity is of singular interest. In it he holds out a hand to commentators on St. Paul and to theologians in general; who will grasp that hand with welcome and who will spit upon it we are not disposed to consider. He is on safer ground when, in the midst of a learned discussion, he claims for "The Ingoldsby Legends" rank as a classic. The claims of his own book to greatness are not impaired by this chance revelation of good literary taste.

Even a brief account of the Stoic philosophy could not be attempted here; but we may indicate slightly what it had to say about education. According to Zeno, the instruction of youth in grammar, music, and gymnastic was worthless, for the true education was in virtue. But Chrysippus qualified this dangerous tenet by laying down that these studies are useful as a training preliminary to virtue. Since the Stoics argued "*contortulis quibusdam et minutis conclusionibus*" (Cic. "Tusc. Disp." II, 42) that pain is not an evil, it might have been supposed that they had no objection to corporal punishment in schools. But here, like modern pedagogues, they differed; for, whilst Chrysippus approved of the rod, Seneca at a later date was all for gentleness and admonitions. Boys and girls must be educated alike, the virtues being the same for men as for women. All children should learn to

eat and drink in a decent way, to refrain from loud talking and laughing, to express themselves in respectful and courteous words. Right doing must be taught before the reasons for it: "Imbecillioribus quidem ingeniis necesse est aliquem praeire—'hoc vitabis,' 'hoc facies.'" To be cheerful, to banish depression, is incumbent on both teacher and pupils; for the latter it is not proper that they should be set to grapple with the real, stern problems of life, and games and amusements should be permitted to them. Children ought to obey their parents, but with restrictions imposed by reason; the command of the universal Father is of greater urgency.

Twelve Cambridge Sermons. By JOHN E. B. MAYOR. Edited with a Memoir by H. F. STEWART. (5s. net. Cambridge University Press.)

This is no ordinary volume of sermons which can be dismissed with an epithet as expository, edifying, eloquent, or commonplace. They all bear the impress of a strong personality, but they speak in diverse manners—some simple Gospel pleadings that might have been preached to a village congregation, and some the outcome of laborious days passed in the University Library or the College Muniment room, that might form a chapter in a "Fasti Cantabrigiensis" or a "Church History"; and the sermons are annotated almost as fully as the author's "Juvenal."

The brief memoir supplies all that we need know of the author's life. He came of an evangelical stock, but, while *pietas* was the key-note of his life and to the end he was true to the faith of his fathers, he was never enslaved by the Puritan rule "that doth the human spirit cool." A zealous Protestant, he did full justice to Romanist worthies, and to the Old Catholics he extended the right hand of fellowship. Intolerance in the Church of England no less than in the Church of Rome he abominated, and the persecution of Bishop Colenso and of F. D. Maurice roused his righteous indignation. As a scholar he had the virtues and defects of Browning's Grammarian. He worked with the microscope rather than with the telescope, and he never scaled any specular mounts. The *πάντολος ἀμαθία* of the sciolist was a red rag to him. He finds *adiutorium* given as a real word by "Freund and his tail," and notes that it occurs thirty-nine in the Vulgate, and so on for a score of writers whom he names. For the lectures of his last two terms he had but a single auditor, but to him he poured out his vast stores of learning. A strict vegetarian and teetotaler himself, he never sought to impose his rule of abstinence on others nor condemned those who differed from him as publicans and sinners.

Tolerant and genial as he was both in his life and in his writings, it is hardly a paradox to say that he would have been stronger and better for some human foibles. "Our hours of amusement (he writes) are wholly and always lost." Novels (we are told) later than the Clementine Recognitions he hardly touched. Had he relaxed he would, we think, have written otherwise of Leslie Stephen and "The Dictionary of National Biography," and not pronounced J. H. Newman the most over-rated man of the century, and have thought twice before comparing H. R. Luard and the prophet Isaiah. But his failings all leaned to virtue's side, and to an age of high living and lax thinking he was a preacher and an exemplar.

Nouveau Dictionnaire de Pédagogie et d'Instruction Primaire. Publié sous la direction de F. BUISSON. (30 fr. Paris: Hachette.)

It is just thirty years since the first edition of Monsieur Buisson's Dictionary of Pedagogics appeared. The alterations in the present work are so extensive that it may fairly be called, not a second edition, but a New Dictionary. The two volumes of three thousand pages have been compressed into one volume of two thousand pages. This has been effected mainly by judicious omissions and curtailments, but a number of articles have been wholly rewritten and others have been added, in particular on the great educators of all countries. Add to this that in 1880, when the Dictionary was on the eve of publication, the "Lois Ferry" were passed, a measure which

revolutionized French education more radically even than the Balfour Act of 1902. The work of the New Dictionary has been to record and weigh the results of this legislation.

Of the rewritten articles the most important are "Germany," by Dr. Rein, and "England," by Dr. Sadler. The latter is a model of skilful condensation. English educationists fare badly: of the twenty-four names mentioned in the preface Herbert Spencer is the only Englishman. Thomas Arnold is despatched in a dozen lines and Matthew Arnold is ignored. Among desiderata we note "Assistants" excluded, we suppose, as employed only in secondary schools and "Tolérances," though we discovered the information we required under "Orthographie."

The price, compared with the two Cyclopædias of Education in course of publication in America and England, is remarkably low, but we cannot approve the change to a single volume. It is too bulky to hold in the hand, and if unbound would come to pieces in a week. We tender our sincere congratulations to Monsieur Buisson on completing for the second time a Herculean labour which has been to him a labour of love.

Iliad Pocket Book. Arranged by S. E. WINBOLT. With an Introduction by Prof. T. H. WARREN. (2s. net. Constable.)

We have commended Mr. Winbolt's "Pocket-book Horace" and with fainter praise his "Pocket-book Virgil," but a selection of the beauties of Homer seems to us a fruitless undertaking, no more representative of the epic than "The Beauties of Shakespeare" (whose author, some would say, deserved his fate) is of the drama. It would, indeed, be possible to give in the same space the main story of the "Iliad" by means of extracts and brief analyses of the parts omitted, but here there is no attempt to tell the tale of Troy, and we have instead Homer on Gods, on Men in General, Men in Particular, Animals, &c. The translation that faces the text is a revolt against "the excessive archaism and cloying artificiality" of Messrs. Lang, Leaf, and Myers, and inclines rather to the blunt version of the late Samuel Butler, misnamed in the preface, by a curious oversight, Mr. A. J. Butler. With some reservation, we may allow Mr. Winbolt's claim that it is accurate and sincere. All the constant epithets are omitted, and the co-ordinate sentences of Homer are commonly rendered by subordinates. The manner of Homer, his old-world simplicity, is deliberately sacrificed. Who, for instance, would recognize Homer in "He went on his way in the style of a young prince with the new down on his chin, like a youth in the heyday of his beauty?" On page 26 "slim-waisted" misrenders *βαθυδάκτυλον* and *τινα* is not "Trojan women," but one in particular. In our copy pages 65 to 80, by a mistake, we suppose, of the binder, have been duplicated.

"Home University Library."—*Landmarks in French Literature.* By G. L. STRACHEY. (1s. net. Williams & Norgate.)

We want a preface, an uncommon want, to tell us the author's aim and scope. The title, indeed, shows that we must not look for a short history of even outlines, and the conclusion states that the sketch is carried down to the present day with Maupassant and Verlaine for the two last "Landmarks," but we should have liked to know the class of readers for whom it is intended. Is it meant as a Pisgah sight to stimulate the explorer, as a guide-book to be consulted on his travels, or as a standard by which the ripe student may check his own impressions and get a bird's-eye view of the country he has traversed? Whatever may have been the author's intention, it is undoubtedly the third class of readers that the book will best serve. Space precludes any specimens, and even quotations of single lines or phrases are rare. Moreover, the works commented on are selected rather on account of their historical significance than their intrinsic value, and a student's guide would contain a very different list. With this proviso, we can unstintedly praise the "Landmarks" for their breadth and clearness of view and the even excellence of the style. There are, of course, omissions, the gravest of which, in our judgment, is the neglect of the learned and philosophical side of French literature. Theology, for instance, is wholly ignored. We look in vain for Joseph de Maistre, Malebranche, Descartes. Renan is known only as a historian, bracketed with Michelet—"a suave and lucid style adds the charm and amenity which art alone can give." We miss, too, such famous names as La Bruyère, Bernardin St. Pierre, Mme de Staël, Beranger, P. L. Courier, and, among recent writers, Sully Prudhomme, Dumas fils (the elder Dumas is just named in passing), Daudet, Zola, and Anatole France, but this defect is infinitely preferable to the opposite one of overcrowding the map with names.

Messrs. Nelson send us the first volumes of their complete works of Victor Hugo—"Les Misérables" (4 vols.), "Les Contempla-

tions," "Napoléon Le Petit," "Ruy Blas" and "Les Burgraves," "Han d'Islande." The format is the same as that of the popular "Collection Nelson." Two volumes a month will be published, price 1s. a volume, and the whole will consist of fifty-one volumes. Comparatively few of our readers are in a position to give such a big order, but there must be hundreds who will avail themselves of the offer of such a volume as "Les Contemplations" at a price and in a form which even Belgian pirates have not been able to rival.

A Junior German Grammar. By H. C. A. SECKLER.
(2s. 6d. Methuen.)

Mr. Seckler, Senior German Master, Owen's School, Islington, London, has made his book for the middle forms of schools that prepare candidates for the Oxford and Cambridge Local Examinations and for the examinations of the College of Preceptors. Specimens of the examination papers are appended. Practical convenience rather than scientific accuracy appears to be the author's aim. He implies that *Doktor* is accented on the -or, and, according to his rules, *die Bucht* forms in the plural *die Büchte*! We write *nichts Neues*, not *nichts neu*. *Entbehren* in common language is constructed with the accusative; with the genitive it belongs to the elevated style. The distinction between *die Läden*, the shops, and *die Laden*, the shutters, does not hold good in practice. It irritates us to see that English boys are still being taught that they must not modify the vowel of *blass* in the comparative, whilst German authorities allow both *blasser* and *blässer*. So *kärger* is officially recognized beside *karger*. Indicating some faults, we have no wish to imply that the book is not usable.

Eine Auswahl Deutscher Sprichwörter mit den Englischen Äquivalenten. A Selection of English Proverbs with their German Equivalents. Compiled by CLARA BLUMENTHAL.
(1s. net. David Nutt.)

The compiler is more at home with German than with English. Many of her "English Proverbs" are not proverbs and some are not equivalents. "There are more ways than one to the wood" is not an equivalent of "Alle Wege führen nach Rom"—the first in the book. Præd's "There are many ways to Rome [and more than one to Heaven]" comes nearer. "The road to ruin is paved with good intentions." English is no more squeamish than German in naming Hell. "Good things come over night." Why not the literal translation, "For so he giveth his beloved sleep"? Why not "Walls have ears" instead of "Little pigs have long ears"? "Wer A sagt, muss auch B sagen" is not the equivalent of "In for a penny, in for a pound." "He who hunts two hares leaves one and loses the other" is neither a proverb nor the equivalent of "Niemand kann zwei Herren dienen." The little book is clearly printed, and the author should get some English friend to revise it and cut out the numerous repetitions.

Broad Lines in Science Teaching. Edited by F. HODSON.
Second edition. (Christophers.)

Dr. Hodson has collected in this book some twenty papers or essays dealing for the most part with the teaching of science in secondary schools. The papers are written by different authors, and in each case the writer may claim particular fitness for his task in virtue of his training and experience. The editor has cast his net widely, as may be judged from the titles of a few of the chapters now given: The Scope of Nature Study, The Teaching of Nature Study, Biology in Schools, The Teaching of Hygiene, School Mathematics in Relation to School Science, Geography, Economic Science in Secondary Schools, Domestic Science, Teaching of Chemistry in Technical Schools, How the School may help Agriculture, Engineering. One also finds other essays of a more general character, such as: The Place of Hypotheses in Science Teaching, The Claims of "Research" Work and Examinations, Science in the Teaching of History, The Present Condition of Physics Teaching in the United States. Although one may not always agree with the expressions of opinion put forward by the various writers, it is a book which is worthy of the attention of all schoolmasters whether they are, or are not, engaged in teaching science, and Dr. Hodson has done a good work in bringing together a most useful and interesting set of papers.

Types of British Vegetation. By Members of the Central Committee for the Study and Survey of British Vegetation. Edited by A. G. TANSLEY. (6s. Cambridge University Press.)

This is a first attempt at a general treatment of the vegetation of the British Isles from the ecological standpoint. Facts and data are brought into line from various sources; some accounts are based on the results of researches yet unpublished. We have a surprising amount of subject-matter in a volume of moderate size, an up-to-date summary of investigations—a much needed and handy reference book; but the reader looks in vain for maps. Well prepared vegetation maps and diagrams, for instance, which visualize the actual distribution of the chief forms of vegetation and impor-

tant tracts of different soils, would render whole chapters more coherent. Many of the illustrations are reprints from original photographs of contributors; they are worth more space and better reproduction.

Practical Botany. By J. Y. BERGEN and O. W. CALDWELL.
(6s. Ginn.)

The title of this book is somewhat misleading. It is a reader, and not, as might be supposed, a book of instruction for laboratory work; it is practical in the sense that topics are approached and discussed as they affect everyday life rather than from the strictly botanical standpoint. The idea is commendable, and it is a relief to get away from the monotonous routine and treatment of subjects to be found in the usual "general elementary textbook." It is well, also, on occasions, to have collected information of even an elementary kind on practical applications of botanical science. At the same time, English pupils are handicapped in using a textbook which constantly refers to plants unknown to them by name, and likely to remain unknown to them by sight. Ten chapters are given to the great groups of plants, a skilful boiling down of numerous ingredients; facts of classification, life history, and structure; the relation of plants to disease, with numerous details of economic interest and importance. Forestry and plant breeding are sketchily dealt with, and there is the usual chapter on Ecology.

The Teacher's Encyclopædia. Edited by A. P. LAURIE. Vol. IV.
(8s. 6d. per vol. Caxton Publishing Company.)

This volume treats wholly of the physical side of education. An article (it might well be called a pamphlet) by Dr. W. B. Drummond, of Edinburgh, on "Child and School Hygiene," with some account of child physiology and pathology, including the commoner children's diseases, occupies three-fifths, and the remaining eighty pages are distributed among seven contributors, of whom the best known are Dr. Hogarth on "Medical Supervision," Mme Oesterberg on "Gymnastics and Games for Girls," and Mrs. Kimmins on "Play." Dr. Drummond's article is well illustrated, but we question how far much of it lies within the province of the teacher; and we hope no teacher will be rash enough, on the strength of the first plate, to diagnose a case of scarlet fever or measles. We, hope from the publisher's note, that the volumes may now be obtained separately, but this point is not made clear.

The Schoolmasters Yearbook and Directory, 1912.
(12s. 6d. net. The Yearbook Company.)

This Yearbook grows in bulk and also, we regret to add, in cost, which, for the average assistant master, is the equivalent of a penny income-tax; a dire necessity, we doubt not, but he will exclaim, "There is no living with it or without it." The present Directory contains between fourteen and fifteen thousand names of masters, and the list of schools reaches some fifteen hundred. The Editor accepts the calculation of a well informed friend that it would require a considerably larger volume than the London Post Office Directory to publish the names and qualifications of teachers inscribed in the New Register. This seems to us the wildest of guesses, for till the Council has sat no one can tell what the conditions for admission will be, nor even after that how many teachers will think the recognition worth a guinea. But we subscribe to the rider that the publication must be by sections. The new teachers in Column B of the old Register would not have numbered more than a third of those in the Yearbook. There are no new features in this issue, but we have read, as usual, with profit and interest the "Review of the Year." In the paragraph on Sir Robert Morant the editor shows great tact in speeding the parting guest. We miss an obituary, and the death of Dr. R. D. Roberts has been overlooked. It is not stated, as in previous years, that "Other Educational Associations" is borrowed from *The Journal of Education*.

The Public Schools Yearbook, 1912. Edited by H. F. W. DEANE and W. A. EVANS. (3s. 6d. net. The Yearbook Press.)

This Yearbook, now in its twenty-third year of publication, is too well established to need any description or commendation. It has the advantage of official recognition from the Head Masters' Conference, and the drawback that it includes only the hundred and odd schools represented at the Conference and such preparatory schools as pay for the privilege. There is, besides, a large amount of valuable miscellaneous information. We miss any reference to the important alterations in entrance examinations announced by the Head Masters of Harrow, Eton, Winchester, and Rugby; to the Boy Scout movement, and, under Bibliography, to recent Public School novels.

Chaucer Redivivus: a Playlet for the Open Air or Hall.

By WILLIAM SCOTT DURRANT. (6d. net. Allen.)

The plot is ingeniously contrived to exhibit in character all the Pilgrims of the Canterbury Tales. As they are returning from the shrine Harry Bailly informs them that the Wyf of Bath has

announced her intention of choosing from among them a sixth spouse, and she passes them all in review. The dialogue is lively, and the mean between Chaucerian and modern English is happily hit. We can heartily commend the play as a good illustration of the dramatic method in teaching.

MATHEMATICAL BOOKS.

A New Geometry. By W. M. BAKER, M.A., and A. A. BOURNE, M.A. (2s. 6d. G. Bell.)

This is a condensation of the larger work on elementary geometry by the same authors. If anything should hinder this latter work from passing on to its seventh edition it will be the appearance of this most acceptable "new geometry." The book carries the pupil from the preliminary practical work right on to solid geometry, and both choice of matter and order of development are excellent, and will ensure the book a speedy success.

Geometry for Schools. By W. G. BORCHARDT, M.A., B.Sc., and the Rev. A. D. PERROTT, M.A. (Vol. I, 1s.; Vol. II, 1s. 6d. Bell.)

These volumes are the first two of a series which is to be complete in six volumes. The first contains a practical preliminary course. The only thing we would question in this volume is the desirability of the method of presenting geometrical facts for verification. This seems in a measure to defeat the aim of the practical course for the attitude of the pupil who is merely experimentally verifying stated facts is very different from the attitude of one who is discovering facts under guidance. While sympathizing with the authors' desire to avoid "any energy being wasted on mere playing with compasses," we think this state of affairs mainly arises from lack of guidance or choice of unsuitable matter, but we are not prepared to go to the other extreme and do away with method of discovery altogether. A skilful teacher, however, can use the matter of the book without strictly adhering to the method of presentation. The second volume contains rigid and deductive proofs covering the matter of Euclid I, 1-34, and, in addition, important and well known riders, such as those on concurrency, treated as theorems. It forms a very suitable and excellent course to follow after the preliminary practical course. Numerous and well graded exercises are a feature of both volumes.

Junior Mathematics. A Course of Geometry and Algebra for Beginners. By DAVID B. MAIR. (2s. Clarendon Press.)

The course on experimental geometry is sound and helpful, but the course on algebra, which, beyond a graphical demonstration of multiplication, only deals with square and cube root by graphs, and an explanation of algebraic square root, seems to us not to be by any means the best introduction to algebra.

"Nisbet's Commercial and Technical Series."—(1) *Commercial Arithmetic.* By S. and C. F. ASHWORTH, B.A. (2) *Practical Mensuration.* By A. J. DICKS, B.A., B.Sc. (1s. 6d. each Nisbet.)

Straightforward practical textbooks, well calculated to serve the purpose for which they are intended.

Practical Geometry. (10d. net. Grant Educational Co.)

On the whole this is a satisfactory little textbook, and will help the teachers who feel rather astray in planning out a practical course in geometry. We think it unwise to introduce the formal constructions for the making of an angle equal to a given angle and for the bisection of an angle, as these do not lend themselves at this stage to the method of discovery, also the equality of triangles we think is best first realized by the consideration of how much data is required in order to make an exact copy, rather than by the method of superposition.

OBITUARY.

MISS ROSA MORISON.

THE sudden death of Miss Rosa Morison, Lady Superintendent of Women Students at University College, and Vice-Principal of College Hall, Byng Place (a Hall of Residence for women students at the School of Medicine and University College) leaves a gap in academic circles that will not be easily filled. Her position as regards the women students of London was indeed unique. Special circumstances at University College led to the creation of the office she so ably and so tactfully filled there for twenty-nine years; and her work at College Hall, extending over more than fifteen years, gave scope for the exercise of those qualities of heart and mind that made a lasting impression on those privileged to work with her. A procession of five hundred women students followed the body from College Hall—where she died—to take part in the funeral service at St. Pancras Church; and the adequate perpetuation of her memory, in tangible form, is now under consideration.

UNIVERSITIES AND SCHOOLS.

OXFORD.

I reported in my last communication that the prospects of Reform from within would very largely depend upon the fortunes of the Statute establishing a Finance Board. Rumour asserts that the Chancellor attaches more importance to this proposal than to any other part of his scheme of reform. The Statute proposes to have a central board consisting of members of Convocation, of whom it is hoped a considerable number will be men able to bring an experience of affairs outside the University to bear on University finance. Its powers are all powers of publication and advice. Its main work will be to review the University accounts, the college contributions, and prepare a budget for the University. The Statute met with some opposition when first introduced, but that was overcome, and there seemed every prospect that it would pass without difficulty when there came a bolt from the blue. On the Sunday morning before last each member of Congregation received a thick pamphlet of over forty pages from the President of Corpus, arguing that the proposed statute was illegal. The President makes a review of the history of the colleges in the University, long but eminently clear and readable, in which he argues that the colleges are corporations entirely independent of the University in origin; that inasmuch as the University only became a corporation later, it has only such powers over other corporations as have been expressly granted to it by the State; that the State has never given the University power over college finance except in the Act of the last Commission, and that in that exceptional instance which the President deplures, the powers of the University are very clearly defined and cannot be exceeded. The only weak point in the President's contention is the assumption that a Board whose only powers in regard to colleges are advisory can be said to interfere with the powers of colleges over their finance.

On the following Wednesday the Hebdomadal Council published an opinion which they had received from the counsel of the University a year ago, in which he stated that, in his opinion, the proposed Statute was within the competence of the University. It is not for laymen to intervene in such a discussion. Counsel seems to hold that the Act of 1877 limited the powers of the University; the President certainly argues that it gave the University all the powers it has. The Statute came before Congregation on the 20th, and the President stated that he had written his pamphlet having known of counsel's opinion, though at the time of writing he could not refer to it as it had not been published; that he did not intend to vote against the Statute at this stage, but would oppose it in Convocation, and that he would not invite any outside members of Convocation to attend, as he thought this a matter for residents to settle. For that, no doubt, remembering the President's achievements in the matter of the Greek Statute, we should be grateful.

It is impossible to say what will happen. But one thing is clear. If the President is right, reform from within is absolutely impossible, and a Commission is certain. For it is quite clear that the University has not the power to reform itself, and would not have it even if Convocation were removed or reformed. Those members of the University who are dissatisfied with the prospects of reform from within may therefore still have cause to be grateful to the President of Corpus.

The Literae Humaniores Board has been occupied this term with proposals for courses in philosophy alternative to Greats. Dissatisfaction with the existing state of affairs has two causes. No one wants to change Greats, but it is felt that there are an increasing number of students who are debarred from the study of philosophy by their weakness in classics; and also, that it is impossible, under the existing system, to study philosophy and especially modern philosophy with sufficient thoroughness. A committee of the Board had drawn up two schemes. The first followed the present Greats course in its combination of philosophy with ancient history, but proposed to make it possible to give up the parts of Greats involving Greek and to compensate for that by a thorough study of modern philosophy. The second scheme proposed a new school combining philosophy and science. The principle behind it is that the literary and historical approach to philosophy is provided for in Greats as well as it could be and that any attempt to duplicate it would harm Greats, but that a combination of philosophy with science would be equally to the advantage of philosophy and science. The Board referred both schemes to the meetings of lecturers in classics, in ancient history, and in philosophy. The first scheme met with almost no support, but the second was more welcomed, especially by the philosophers, and it seems probable that attempts will now be made to work out something on those lines, though whether it will take the form of a new Final School or a diploma cannot yet be told.

The Annual Report of the Delegacy for the Training of Secondary Teachers was presented to Congregation on the 20th, and at the same time a decree was proposed that a grant of £300 a year for three years from January 1913 should be made from the chest to the Delegacy. The Delegacy, as Mr. Matheson explained, has suffered like other people from the behaviour of the Government in the matter of a Teachers' Register. The report is not encouraging. It was hoped when it was established that the Delegacy would become self-supporting as students became more numerous, but the report shows a steady decrease in the number of students and a worsening of the financial position of the Delegacy. Mr. Matheson pleaded that the new prospects of a Register very materially altered the situation, and that if the Delegacy was kept going for three years more the Delegacy would be given a fair chance, but that it would be most unfortunate if its work was allowed to come to an end just when there seemed a chance of its prospects very materially improving. Opposition was offered on the ground that the University ought to have had longer opportunities to consider all the facts and make up its mind whether the work of the Delegacy was worth continuing. The Decree passed Congregation and will come before Convocation probably before the end of term.

Among the various suggestions which have been evoked by the widespread dissatisfaction with the entrance examination known as Responsions, the latest is the proposal that some sort of scientific knowledge or training should be required of all candidates. The difficulties of carrying such a change are doubtless very great, and not the least is the great difficulty of getting anything like agreement as to the standard, the method, and the details of any such examination. For one thing it would greatly increase the complexity of the examination for Responsions to add a new and somewhat indefinite subject to the compulsory subjects already exacted; and a great deal more time and discussion would be required before the schools could accept willingly such a change. There is much to be said for the principle that every schoolboy should have a chance to learn *some* science; but it is doubtful whether this is best achieved by a change in Responsions.

The formal gathering at Ruskin College on February 8 was a great success, not only for the large audience it drew and the great interest it evoked, but in particular for the excellence and eloquence of the speakers. The proceedings were opened by Mr. Appleton, the Secretary of the General Federation of Trade Unions, and he was followed by Mr. Sydney Buxton, M.P., and Mr. Bowerman, Chairman of the College Committee. Two ladies, who laid the first stones, made short and effective speeches. Then came Mr. James Sexton and Mr. Ben Tillett, Secretaries of the Dockers' and Riverside Labourers' Unions respectively. After Mr. Tillett came Mr. Sidney Ball, and Mr. Lees Smith, M.P., moved the vote of thanks.

Deaths.—A. T. Barton, Senior Fellow and Tutor of Pembroke, died on January 31, 1912, aged seventy-one; born in 1840. Formerly Exhibitor of Corpus (1860), First Class in Mods. and Greats, 1865 elected Fellow and Tutor Pembroke. For forty years engaged on translation of Shakespeare's Sonnets: the University Press declined to publish them. Rev. A. M. Fairbairn, M.A., D.Litt., for twenty-three years Principal of Mansfield College (1886-1909); died in London on February 9, aged seventy-three. Rev. E. D. Whitmarsh, D.C.L., twenty-four years Vicar of Sandford-on-Thames, of St. John's College; died in Oxford on February 12, aged seventy-one. T. E. Rogers, M.A., formerly Fellow of Corpus, sometime Recorder of Wells, Chancellor of the Diocese of Bath and Wells, and for twenty-two years Deputy-Chairman of the Somerset Quarter Sessions, died at Wincanton, Somerset, on February 12, aged ninety-four.

CAMBRIDGE.

The term began with the death of a well known and much respected College Lecturer—Mr. W. M. Coates, of Queens'. Mr. Coates was an Irishman, a graduate of Trinity College, Dublin, and a Mathematician. In University matters he was reckoned a Conservative, and he certainly led the opposition to the movement for the abolition of the Senior Wrangler. He was a man of strong convictions which he did not shrink from expressing—a man, too, of so high a Christian character and so kind and genial a nature that one could differ from him in opinion and fight him in public issues, and love and respect him none the less. Some years of acute illness and perpetual menace preceded his death, and it was remarkable throughout how little they affected the sunny disposition of the man, always bright and with all his fund of nonsense always serious.

In the next place we have to record two benefactions made to the University. The Governing Body of Gonville and Caius College place the sum of £500 in the hands of the University Association for transference to

the University to be invested for the maintenance of University buildings, expressing the hope that it may be devoted in particular to the new buildings for physiology and experimental psychology. It is a thoughtful and friendly gift, of an unexhilarating character which makes it in a sense the kinder. There is a certain attractiveness in the idea of founding a scholarship—not quite so much in the case of a chair—a good deal when it is a laboratory—and attaching one's own name to it for ever. But a gift allocated to so humdrum a purpose as this gift of Caius College is rare. The benefactor very often—and not unnaturally or wrongly at all—leaves the University to look after his gift once received, and the University is glad to do it. It cost some £10,000, if my memory serves me, to get the Acton Library brought here, classified, catalogued, and set in working order—a large sum, but it meant a great deal of very expert labour, and it was worth it, and we are grateful to Lord Morley. But even so, it is sometimes hard to find the money to meet the requirements of great and welcome gifts; so the precedent set by Caius College is one that appeals. Buildings do cost a great deal to keep up. In these last few weeks, for instance, a crack has appeared in the new Law buildings—due to the pull exerted upon them by the Anthropological Museum which has just got its roof on and has proved, perhaps, rather heavier than the foundation was able to stand. I do not speak as an expert, but I have seen the crack. Of course, a good many Cambridge buildings were affected this way when the new drainage arrangements were completed between ten and fifteen years ago, but fortunately the cracking did not spread far. The Cambridge soil was peculiarly damp, and the draining altered everything. Even out at Girton College some years ago a specially dry summer cracked one of their buildings. In such need do we stand of maintenance funds. The other benefaction is one made by Dr. Jamieson B. Hurry, of St. John's College, to commemorate Sir Michael Foster. It is to be the Michael Foster Studentship in Physiology, awarded in every other year and of the value of £100. The student is to carry on research in Cambridge, unless he has special leave of absence.

The Board of Education has been in communication with the Vice-Chancellor and the Council with regard to the study of Solar Physics and the building of an Observatory for that purpose. We are to receive a capital grant-in-aid of £5,500 and an annual one of £3,000. The Board of Agriculture and Fisheries is prepared to recommend a grant of £18,000 to cover the capital, &c., required for a farm and the accommodation necessary for two Research Institutes in Plant Breeding and Animal Nutrition, and an annual grant which is provisionally set down at something between £4,000 and £5,000 to maintain the two studies in working. These grants and proposals are the more welcome in that some years ago the Government (not this one, if I remember, but the previous one) swept away Forestry to Oxford, with the result that students of Forestry preparing for India had to leave us for the sister University.

The proposals for the improvement of the existing scheme of the Classical Tripos drew a discussion of some length in the Senate House some three or four weeks since. The scheme was not revolutionary enough to please some of the older dons—curiously enough these seemed all to come from one college—but in the main the men most closely concerned with the daily round of classical teaching proved to be those best satisfied with the big changes of twelve or fifteen years ago and most wishful to continue the present system with some slight adjustments of details, which practice has shown to be desirable.

This has brought up the old question of Verse Composition, on which, as might be expected, the authorities are divided. Some would frankly abolish it; some would allow a substitute; and others again would maintain it, like the British constitution, as the most valuable asset of our national culture, and so forth. It is quite clear that it is not going to be abolished, and the substitute suggestion languishes because nobody has proposed a substitute that at all commends itself to the Classical Board as in any way equivalent in mental discipline or educational value of sheer worry and long labour to verse composition. When one thinks of the years most classical men have given to it, it is ludicrous to suggest that a set book or some questions in syntax could be equivalent. And, when all is said and done, for those who at all enjoy verse composition—and whether they can do anything worth while at it does not in practice measure the enjoyment felt in trying—there is something in it that brightens and illumines their work. It means a closer association with both Greek and Latin and English poetry than some people think; and "ces luttres prolongées avec le texte," to use a phrase of Sainte-Beuve, are peculiarly fruitful to those who undertake them. After all, there is enough peptonized education nowadays ready in tins, as it were, for prospective Civil Servants, and something might be left for men who lean to scholarship and would pursue it all their days, if only they could be let alone.

This leads me to a question which, I learn, is being debated in print somewhere or other: Whether the modern undergraduate is degenerate? It is a jolly subject for a controversy in correspondence columns, especially when you don't know much about the undergraduate at close quarters. It might be urged that the clothes he wears nowadays and his habit of using hair oil indicate degeneracy (the latter, certainly to men of my time, looks horribly ominous). He spends more, perhaps, on luxury—especially in motor-driving—than he used to; and he has things made easy for him—supervisors of studies to make his intellectual work less of a tax at some colleges—discipline, too, is "nicer" than it used to be. But, first and last, for my own part, as far as I know the modern undergraduate here, I have a great respect for him. I don't admire his clothes, but in very many ways he seems to me—no, I can't carry this sentence through in the singular as if the modern undergraduate were a type—there are ever so many types, and what I want to say is that many of them seem to me to think on a higher plane of social service and personal religion than was the case generally twenty years ago. So, if any of your readers are worrying about it, let them remember that since the dawn of time "these have been degenerate days," as people say; only just now, things—some things—wear the beauty of promise in a new way. At least that is my impression and it rests on a pretty wide experience of the student world.

We are having, as usual, a great abundance of extra lectures—
Lectures, Etc. Mr. William Temple on "Religion and Ethics"; Mr. W. P. Ker on "English Literature"; Sir J. J. Thomson on "The Dynamics or Vagaries of a Golf ball"; Bishop Moule on "Henry Martyn"; others on "Babonic Plague," "Labour Unrest," "Indian Unrest," and so forth; the President of the Navy League and Mr. Norman Angell at the Union.

Dr. Shipley, the Master of Christ's, has had his portrait presented to him, and discovered that, if he is as many-sided as his friends suggest, he must be virtually spherical.

WALES.

On Saturday, February 10, there was an interesting gathering of quarrymen from the principal quarries of North Wales, at the Bangor College, under the auspices of the Workers' Educational Association. This branch of the Association has only recently been formed, and it is a tribute to the keenness of the quarrymen for self-improvement and culture that a high standard of work has already been attained. The teacher in charge is Mr. R. Richards, Lecturer in Economics at the College. On the above date, the classes were addressed by Mr. Mansbridge, the General Secretary of the Association. He was evidently pleased with the success of the movement in North Wales, and especially with the enthusiasm which these young quarrymen had displayed. In the course of his address he gave some striking examples of the work done by working men in these tutorial classes. It appears to be a part of the work of members of the classes to write essays on the subjects taught. Some of these essays were sent to Mr. A. L. Smith, of Balliol College, for examination. After examining them, Mr. Smith came to the conclusion that quite 25 per cent. of the essays were equal in quality to the work done by University students who secured Honours degrees. And very often it was found that the working men who did the best work were men who had been turned out of school at the age of ten, and who very often were casual labourers on the brink of unemployment. Principal Sir Harry Reichel, who presided, acknowledged the great debt the College and the cause of higher education in North Wales generally, owed to the quarrymen.

The Insurance Commissioners in conjunction with the Appointments Board of the University and the schools have recently held a conference to decide on a method of making appointments under the Insurance Act. No final decision was reached at the Conference, but the whole matter has been referred for further consideration to an Advisory Board. According to the original proposals, there will be two classes of appointments. For the A division the principals of the University Colleges will be requested to nominate graduates who have obtained First Class Honours in one subject, or Second Class Honours in two subjects. The final selection will be made by means of an examination conducted by the Civil Service Commissioners in London. In the B division, nominations will be made by the head masters of the intermediate schools, from candidates who have passed the Senior Certificate of the Central Welsh Board, under certain conditions. The Civil Service Commissioners will also examine these candidates. The Insurance Commissioners, in this scheme as they have tentatively put forward, have endeavoured to give effect to the desire which has been expressed already, that a separate

Civil Service staff should be found for Wales, and they have also recognized the essentially national character of the colleges and of the intermediate schools. It is, however, premature to discuss its details, as it is probable that some modifications will be introduced into it later on, in order that candidates who have not attended either the colleges or the intermediate schools may not be entirely debarred from competing for these posts. The Insurance Commissioners are, in any case, to be heartily congratulated on the courage and patriotic spirit which they have shown in dealing with the appointments under their control.

Principal Griffiths has recently published a document showing a return of grants made by Local Education Authorities to the Universities and University colleges. The Treasury have often insisted on local support as a condition precedent to State aid, so that it is important for the college to consider how far the amount of financial support at present given to it by the Education Authorities within its area is likely to influence any further demand that might be made to the Treasury on behalf of the college. Principal Griffiths stated that Cardiff College received less State aid than any other University college in the kingdom in proportion to the work done, and that the local support was also considerably below the average. The rate for higher education was above a halfpenny in all places where there was a University college, except in Wales. In many of the larger towns, like Liverpool and Birmingham, it was a penny. In Cardiff it was less than a farthing. He therefore strongly urged the Local Authorities to render greater assistance to the college, as the present means were not sufficient to do efficiently even what they had undertaken to do. The condition of their laboratories, for example, was almost a disgrace to the district.

After this strong and convincing appeal for financial help it will be a serious reflection on the Cardiff and Glamorgan Education Authorities if they do not immediately respond to it. In some parts of Wales there is a tendency to throw too great a share of the burden of maintaining our educational institutions on the Imperial Government and to neglect our duties in the matter locally.

The Governors of Abergele Intermediate School have protested against the action of the Colwyn Bay Higher Elementary School in advertising that it prepared pupils for outside examinations, and also for examinations for which pupils must be far above the age at which they should be allowed to remain in a higher elementary school—that is, the age of fifteen. It appears that there are about twenty such pupils. The County Council have directed that the school shall be carried on strictly as a higher elementary school, but the head master is anxious that these boys should not be required to leave the school at once, as they have been partly prepared for the examinations. This is only one more example of the difficulty of preventing overlapping between this type of school and a neighbouring secondary school.

Appointments.—Mr. Caleb Rees, M.A., Lecturer at the University College, Cardiff, has been appointed as an Assistant Inspector of Schools for Monmouthshire division. Mr. J. F. Rees, B.A., Assistant Lecturer in History at Bangor College, has been appointed Lecturer in Economic History in the Queen's University, Belfast.

The Cardiff Education Authority have established an Employment Exchange and Information Bureau to advise boys and girls, directly or through their parents, in the choice of employment. A special officer has been appointed who is expected to encourage boys and girls to continue their education after leaving school, and also to study the conditions of employment as they affect their interests. By this means, it is hoped to minimize the "blind alley" evil among the children of the city. Other large centres of population might usefully follow the good example set by Cardiff.

We have received the following letter from the Registrar of the University of Wales:—"I notice a paragraph in your February issue relating to the amended regulations for the election of head teachers of public schools as members of the Court of the University of Wales. The writer naturally expresses surprise that a clause allowing a voter to vote for as many candidates as there are members to be appointed should be a new regulation. The substance of this has, of course, always been in the instructions. The chief feature of the altered scheme is the provision for nomination of candidates before a poll is taken. Under the old regulations three thousand head teachers in elementary schools were invited to vote for any three out of the vast total, with the result that a very small percentage thought it worth while to vote at all. Now the votes can only be given to candidates who have been nominated by at least three voters. I need not go into details and I cannot hope that you can spare room even for this explanation, but perhaps you can assure your readers that the amendment of the scheme is not so meaningless or superfluous as might be supposed from the information that had reached you."

SCOTLAND.

The news of Lord Lister's death evoked deep regret in the Universities, especially in Glasgow and Edinburgh, with which he had a long official connexion. He came to Edinburgh with a London degree in 1853

Lord Lister. to work under Syme, and in 1860 he was appointed Regius Professor of Surgery at Glasgow, where he made his great discovery of the antiseptic treatment. In 1869 he returned to Edinburgh to succeed Syme in the Chair of Clinical Surgery, which he held until his appointment in 1877 to the Chair of Clinical Surgery at King's College, London. After the death of Lord Kelvin in 1907, he was offered the Chancellorship of Glasgow University; but his weak health prevented him from accepting it. In 1908 he received the Freedom of the City of Glasgow. In connexion with his funeral, Memorial Services were held at Glasgow University, and at St. Giles' Cathedral, Edinburgh, and all the Universities were represented at the Service in Westminster Abbey.

St. Andrews University Court has approved the following resolutions of the Conference of the Universities on the question of inclusive fees:—(1) that an inclusive fee be instituted in the Faculty of Law; (2) that

St. Andrews. no inclusive fee in the Faculty of Medicine be fixed until the University has had further experience of the working of the system of inclusive fees; (3) that the varying circumstances of the Universities with regard to the teaching given and the degrees conferred in applied science make a uniform inclusive fee in applied science impracticable at present. His Excellency J. Gennadius, LL.D., the Greek Ambassador in London, has presented to the University copies of the two famous Vafo Cups, as a token of his gratitude to and respect for the University. The Court has appointed Mr. R. Norrie, M.A., to be Lecturer in Mathematics, and Mr. W. S. Denham, B.Sc., to be Lecturer in Chemistry. The number of students attending the University for the Martinmas term, 1911, was 510 (297 men and 213 women).

As the result of the Scottish Exhibition at Glasgow last summer, the sum of £15,000 necessary for the endowment of a Chair of Scottish History at Glasgow University has been obtained, and there is a further surplus of profits which will probably amount to about £5,000. The Lord Rector, Mr. Birrell, visited Glasgow University on February 9, and was the guest of the Union at a house dinner. In an amusing speech he recalled a visit which he paid to the University at the age of ten, in the company of his father, who had studied there. The University Court had another long discussion on the question of inclusive fees and approved by a majority a reply to the proposals of the General Council that inclusive fees should be optional. As a concession to the view of the Council it was resolved "that any student, not being a beneficiary of the Carnegie Trust, who, on presenting himself for graduation, can show that the classes which he has actually taken would, if paid for severally on the scale of fees in force at the time, have amounted to a less sum than he has paid in inclusive fees shall be entitled to have the balance repaid to him by the University." The students whom the Council desires to safeguard would thus pay for their curriculum exactly the same amount as the Council desires that they should pay (*i.e.* two guineas less than the inclusive fee); but instead of paying for single classes they would pay the inclusive fee and have the two guineas returned at the end of their course. In spite of this, three of the representatives of the General Council voted for an amendment in favour of the Council's proposal. The Council's original proposal was absurd enough, and it is difficult to find an adjective to describe this action of some of their representatives.

The Glasgow Technical College has received an intimation from the Secretary for Scotland that the King has conferred on the College, the title of the Royal Technical College, Glasgow. The College is the largest of its kind in the Kingdom. It attracts students from all parts of the world, and its new buildings, which have been erected during the last ten years at a cost of £370,000, contain more than seven acres of floor space and are believed to be the largest of their kind in existence.

The Senate of Aberdeen University has resolved to confer the honorary degree of LL.D. on the Prime Minister, who was formerly Lord Rector of the University. **Aberdeen.** The Lord Rector, Mr. Andrew Carnegie, is to give his inaugural address about the middle of May. A memorial tablet to the late Principal Marshall Lang has been presented by his family and placed in the King's College Chapel, Aberdeen. Mr. A. G. Sutherland, M.A., Assistant to the Professor of Greek, has received an appointment in Africa, and Mr. Charles C. Calder, Assistant in Botany, has been appointed Curator of the Herbarium in the Botanical Gardens, Calcutta.

The Curators of Patronage at Edinburgh University have elected

Edinburgh.

Mr. Edmund Taylor Whittaker, M.A., F.R.S., Royal Astronomer of Ireland, to be Professor of Mathematics in succession to the late Professor Chrystal. There were six candidates. Professor Whittaker was educated at Manchester Grammar School and at Trinity College, Cambridge, where in 1895 he was second Wrangler and first Smith's prizeman. He was a Fellow of Trinity and University Lecturer in Mathematics. He is Vice-President of the Royal Irish Academy, and he has been Royal Astronomer of Ireland since 1906. The Lord Rector of Edinburgh University, the Earl of Minto, paid his first visit to the University on January 24. He met the Students' Representative Council, visited the Women Students' Union and dined with the University Conservative Club in the evening. Mr. A. P. Laurie, D.Sc., Principal of the Heriot-Watt College, Edinburgh, has been appointed Professor of Chemistry in the Royal Academy of Arts. Mr. James Munro, M.A., has been appointed Lecturer in Colonial and Indian History at Edinburgh University.

The new Provincial Committees have held their first meetings.

Provincial Committees.

The new Chairmen are:—St. Andrews, Principal Mackay; Glasgow, the Rev. John Smith, D.D.; Aberdeen, Mr. R. H. N. Sellar; Edinburgh, Professor Darroch. The Committees are already engaged in considering the new concurrent four years' course of University work and professional training, and it is probable that two alternative curricula will be arranged, in one of which the first two years will be devoted mainly to University Study and the second two to Professional training, while in the other this arrangement will be reversed. The Edinburgh Committee has prepared a scheme for the provision of joint hostels for students of the University, the Training College and other educational institutions, to be financed by the Education Department, the Carnegie Trustees and others. The Glasgow Committee has resolved to make provision for hostels for women students in training within the grounds of the new College to be built at Jordanhill.

There have been during the month many meetings of protest in connexion with the cost of the new scheme for

Superannuation.

the superannuation of teachers, but Mr. McKinnon Wood, the new Secretary for Scotland, has announced that a substantial Government grant will be made towards meeting the expenditure, and it is hoped that this will lead to a satisfactory solution of the difficulty.

On January 31 Lord Balfour of Burleigh opened the new school for girls erected on the south side of Glasgow by Hutcheson's Educational Trust. In an interesting address he pointed out the value of maintaining different types of schools and schools under various systems of management, providing the main idea was preserved of constructing an educational highway from the infant class to the ultimate entry on the business of life, along which highway all were to have the opportunity of travelling as far as their circumstances and their mental capacity might enable them to go. He defended the Education Department against some of the criticism directed against it, pointing out that what were sometimes characterized as "the demands of the Department" were often nothing more than an automatic result of legislation passed with general approval.

On February 1, Sir Henry Craik, M.P., addressed the Glasgow branch of the Secondary Education Association on "The Future of Secondary Education in Scotland." He criticized the demand for what was called practical or utilitarian education, and pointed out that "while there was a great deal of talk in favour of education in the abstract, there was very little respect or regard for the educated man in the body." In higher education they must, above all, insist on maintaining a lofty standard. No doubt the average boy must have a certain average curriculum laid down, but he was not prepared to regulate it more for the boys of moderate wants and capacities than for those of greater ability. He wanted it to be full of opportunities for the picked boys.

IRELAND.

A meeting of the Senate of Dublin University was held on February 21, in the Theatre of Trinity College, for the purpose of granting degrees. In the evening of the same day an interesting debate was held between the College Historical Society and the Edinburgh University Union on the burning topic of the day—Home Rule—the discussion being opened by Mr. J. P. Dickey, ex-President of the Edinburgh Union, on the Anti-Home-Rule side, followed by Mr. D. Coffey, ex-Auditor of the College Gaelic Society, in favour of the measure. Mr. Justice Ross presided, and after a keen debate, Home Rule was lost by 110 votes to 35.

The Universities. At a recent meeting of the governing body of University College, Cork, Sir Christopher Nixon, Vice-Chancellor of the National University, who attended, after congratulating Sir Bertram Windle on the high degree of efficiency and prosperity which he had found in

the college, said that there was a strong feeling amongst some of them, at any rate, that the constituent colleges were perfectly co-ordinate as regarded their functions with the University itself, and were practically Universities. There are not wanting signs that University College, Cork, will, in course of time, sever its connexion with the parent body and pursue its own independent career as the University of Munster: a change which would not only set free its work from various encumbrances arising from its connexion with the National University, but would also give it scope to develop on the lines most congenial to the spirit and traditions of the people of Munster—different in many respects from those of the other provinces.

The Lenten Pastorals have been issued by the Hierarchy during the past few days, and considerable interest has been aroused by that of Dr. O'Dwyer, Bishop of Limerick, which is devoted entirely to the evils likely to ensue from the co-education of the sexes in the Universities and from the Women's Suffrage Movement. Dr. O'Dwyer regards it as "an unpleasant commentary on the drift of things," that in Ireland, "where we boast so much of the virtue and modesty of our women," there are no special colleges for women, such as exist in the Universities of Oxford, Cambridge, and London (he makes no allusion to any other English Universities), but that Catholic girls are studying in the University colleges along with young men, "with no distinction between them in studies or even social conditions," and obliged "to rough it as best they can, away from their parents and all the protection of home." The same topic has for some months past occupied a prominent place in the *Irish Educational Review*, which is published at Limerick, and may be taken as fairly representative of the Bishop's opinions; the editorial comments of that journal animadverted with special severity on the action of the Irish Women Graduates' Association in opposing the recognition of women's colleges by the National University last year. Judging by the tenor of the Bishop's further remarks on Women's Suffrage and his main argument against it, that it is the function of the man to "speak, vote, and act" (surely by implication to think also?) for wife and child, one is inclined to ask whether Dr. O'Dwyer does not secretly believe that University education is altogether a superfluous luxury for women. Be that as it may, it seems likely that co-education, whether desirable or not, having once found its way into the Irish Universities, is going to stay—if it were only for the sake of the obvious economy of time and money which it secures. At present, in spite of the active opposition of the Bishops, there are 120 women students in University College, Dublin (to about 600 men) besides 55 in Cork and 22 at Galway, and in none of these colleges do any of the evils prognosticated by Dr. O'Dwyer appear likely to result, any more than they have resulted in Trinity College, where co-education has been on trial sufficiently long. The girl students in Dublin have their own reading rooms, &c., in a house in St. Stephen's Green, adjoining the college, and are under the charge of an efficient Lady Registrar, and so far the professors and all immediately concerned have declared themselves perfectly satisfied with the working of the system. Presumably the parents are satisfied also. As for those women students who are cut off from "the protection of home," hostels have been already opened for their accommodation in St. Stephen's Green by two of the religious orders. It is significant of the gradual change in opinion that University College Library and Historical Society, which hitherto excluded women even from attendance at its meetings, has this session opened its membership to them, and at its last meeting (when a paper was read by one of the women students) went so far as to invite a lady, a graduate of the late Royal University, to take the chair.

It is, perhaps, needless to say that in Belfast, where co-education has long been recognized and is adopted in some of the secondary schools, its successful working in Queen's University is a matter of course. The Senate of Queen's University, at its last meeting, on February 14, elected Sir John Newell Jordan, K.C.B., K.C.M.G., British Ambassador at Peking, as Pro-Chancellor of the University in the place of the late Sir Robert Hart. Mr. R. J. Frederick Rees, B.A., at present Lecturer on History in University College, North Wales, was appointed Lecturer on Economic History.

Mr. William Anderson Houston, M.A., has been appointed Assistant Commissioner of Intermediate Education in the room of Mr. Swift Paine Johnston, M.A., who has found it necessary to resign. Mr. Houston is a former student of Queen's College, Belfast, and a graduate of the Royal University, as well as of Cambridge, where he was fifth wrangler; he has been Professor of Mathematics at University College, Galway, since 1908.

The Chief Secretary held a conference on January 29, at Dublin Castle, with representatives of the Irish secondary schools, in order to discuss the best methods of improving the position of assistant teachers; the details have not been made public. Meantime the Association of Secondary Teachers is active, and a meeting was

held in Victoria College, Belfast, on February 17, in order to form a branch of women teachers in Ulster in connexion with it.

The subject of medical inspection of primary schools still receives attention, and at their meeting on February 5 the Dublin School Managers' Association (Church of Ireland) passed a resolution to the effect that such inspection was much needed and should be organized by the Public Health Authorities, since it was beyond the financial power of the managers to make provision for it.

Some of the problems connected with primary education in the poorer districts of the city were effectively set forth in a paper read at a recent meeting of the Dublin Educational Society by Mr. William O'Neill, Head Master of St. Andrew's School, Great Brunswick Street. Mr. O'Neill dealt especially with the matter of attendance, a question of importance to the city and the country at large, and one on which the public were wholly apathetic. In his district compulsory attendance was a mere farce. He suggested the establishment of a truancy school to deal with the evil; also that teachers should be elected on school-attendance committees, from which they are at present, from some inscrutable reason, excluded. At Mr. O'Neill's school something is done to feed the needy children, and even, in some cases, to clothe them; but he is opposed to the movement on foot at present to provide food out of the rates as being likely to pauperize the children and relieve their parents of their proper responsibilities.

The Classical Association of Ireland held its annual general meeting, in Dublin, on the afternoon of February 1, when the report was read and officers were elected. The Rev. H. Browne, S.J., M.A., Professor of Greek in University College, Dublin, was elected President for 1913. The report stated that last autumn a conference was held in the offices of the Intermediate Board between its Inspectors and the Council of the Association, on the teaching of classics in intermediate schools, as a result of which many of their suggestions had been adopted by the Intermediate Commissioners. In the evening a public meeting was held in the Theatre of the Royal Dublin Society, when Mr. Louis Claude Purser, Litt.D., F.T.C.D., President for 1912, delivered an exceedingly interesting address on "Lucian and his Age." Mr. R. C. Seaton, M.A., Hon. Treasurer of the (English) Classical Association, and Prof. W. A. Goligher, F.T.C.D., spoke on the paper, and the chair was occupied by Dr. Starkie, the retiring President.

The Central Association of Irish Schoolmistresses held its annual general meeting, in Alexandra College, on the evening of January 26, when the chair was taken by Miss White, I.L.D., the President, and a discussion on the Registration of Teachers was opened by Mr. John Thompson, M.A., who gave a clear account of the history of registration in England and the present movement in its relation to this country.

The Irish Association of Women Graduates held its annual general meeting (by kind permission) in the buildings of University College, St. Stephen's Green, on the evening of February 10, the President, Dr. Mulvany, being in the chair. A concise and interesting address was given by Miss M. Cunningham, M.A., of Trinity Hall, on the Insurance Act—chiefly in its relation to women's interests, whether as employers or employed.

One of the pioneers of the higher education in Ireland has passed away from us—Mrs. Margaret Byers, who died in Belfast on February 21. Ever since, in 1859, she founded the Victoria College in Belfast, Mrs. Byers was a foremost worker in the cause of women's education and one of those who strove successfully for the inclusion of girls in the benefits of the Irish Intermediate Act in 1878, and later, in 1881, of the Royal University. In recognition of her work she received the honorary degree of I.L.D. from Trinity College when it opened its doors to women; and on the foundation of the Queen's University she was appointed a member of the first Senate. Mrs. Byers's activity was by no means confined to educational matters, but covered a large field of interests, social and philanthropic, and she found time to publish many papers on educational and cognate subjects.

DATCHELOR TRAINING COLLEGE.

For the examinations held in December for the London Diploma of Pedagogy, six students were presented by this College. Of these Veronica Stonehouse, B.A. London (Classical Honours), passed with the mark of distinction in both parts of the examination; Muriel Guest, B.A., Muriel Thorne, B.A., Hilka Bright, B.A., Maud Gondio, B.A., and Evelyn Burton, B.Sc., all passed. One student, Gladys Parkin—took the examination for the Cambridge Teaching Diploma and passed in the Second Class.

SCHOOLS.

BIRKENHEAD, GIRLS' SECONDARY SCHOOL.—Miss Helen Gladstone was the principal speaker at the first public Speech Day of the

School, on February 14. The report showed that 13 pupils had been successful in the Northern Universities Matriculation Examination; 24 had passed the Senior Oxford Local; 7 full Honours Certificates, 125 Honours, 97 Passes, and 16 Distinctions, including a Silver Star, two Bronze Stars, and a Special Prize in Division VI had been obtained in the Royal Drawing Society's Examination and Exhibition; and 110 Certificates, 36 of them "Very Good," from the London Institute of Plain Needlework.

CLAPHAM HIGH SCHOOL.—The prize-giving was held at the School on February 16. Prebendary the Hon. J. S. Stafford Northcote, Chairman of the Council, presided; the prizes and certificates were distributed, in the absence, through illness, of Mr. Herbert Lewis, M.P., by Mrs. Herbert Lewis, herself a former pupil in the School. The record of successes for the year 1911-12 was read. Eleven former pupils had completed their degree course in the Universities. Three girls had been awarded open scholarships or exhibitions to women's colleges—M. Hennings, a scholarship for History of the value of £50 for three years at the Royal Holloway College; G. Parnell, an exhibition for History of the value of £30 for three years at Girton College; D. Daye, an exhibition for Chemistry, Botany, and Physics for the value of £30 for three years at Girton College. In the Cambridge Higher Local Examination M. Potter gained a Class I in Group A, English; Lilian Newman gained a Class I in Group B, with distinction in Latin. In the London University Matriculation eighteen girls were successful, three being placed in the First Division. In the Examination of the Oxford and Cambridge Joint Board, eight girls obtained Higher Certificates—M. Potter and D. Dalglish with distinction in English, E. Sauerbeck in German, M. Mitchell in Drawing. Eight girls also obtained "Letters." Eight girls passed the Oxford Senior Local Examination. The School gained the Sèvres Vase awarded by the Société Nationale des Professeurs de Français en Angleterre. The Vase is offered by the President of the French Republic to the girls' school of which the candidates taken as a whole have obtained the highest total of marks. *Training Department:* Eight post-graduate students obtained the Cambridge Teachers' Training Certificates with two first classes and three distinctions. National Froebel Union: in the examination for the Higher Certificate, Part II, two students were successful; for the Higher Certificate, Part I, sixteen were successful, two with distinction in Botany. Art Teachers: the Board of Education accepted thirty-seven sheets of students' work.

ETON COLLEGE.—Mr. E. L. Vaughan has given up Wotton House, but still retains his mastership. Mr. L. S. R. Byrne takes Wotton House, handing over his own to Mr. Rayner Wood. Mr. Philip Williams has left, and is succeeded as house-tutor by Mr. Robeson. Mr. Dyer also has left, and the two vacancies on the staff have been filled by Mr. H. K. Marsden and Mr. R. F. Mudie.

HARROW, THE COUNTY SCHOOL.—The School continues to increase rapidly—now numbers 201 boys and 10 masters. The Scout Troop has over 160 boys in it and is rapidly becoming proficient in certain elementary exercises. On January 27 Mr. E. T. Reed, of *Punch*, delivered a fascinating and humorous lecture on "Caricature in and out of Parliament." On February 5 Mr. William Archer spoke on "Rational Spelling." The weather was inclement and the audience consequently small, but the remarks of Mr. Archer and of Prof. Rippmann, who followed him, were listened to with the greatest interest and appreciation.

ROSSALL SCHOOL.—Entrance Scholarships are offered on an examination to be held here and in London on March 12 to 14. College scholarships and other distinctions outside the School:—H. V. Leonard, Classical Scholarship, Clare College; T. F. G. Taylor, First Classical Exhibition, Sidney Sussex College, Cambridge; T. C. Storey, Gibb Scholarship in Pathology, Durham University; O. J. Stone, First Class Honours B.Sc. Examination, London University. Mr. G. P. Peachell has come from the Prep. to replace Mr. C. H. Heel; his place has been taken by Mr. E. L. Sangar.

WINCHESTER COLLEGE.—The repairs to the Head Master's house and gardens still continue. R. C. Maples, G. T. Garratt, and R. Haygarth are taking the work of E. R. Wilson, H. E. G. Tyndale, and Rev. S. A. McDowall, all of whom are absent for the term.

YORK, THE MOUNT SCHOOL.—The new wing of the School buildings was opened on January 23 by the Vice-Chancellor of the Leeds University. The estimated cost of buildings and furniture is £6,500, and towards this £4,500 has already been received in subscriptions and £1,000 has been allotted by the Committee from the balance of the School Fund. In digging the foundations a fine inscribed tombstone of a Roman soldier of the Sixth Legion was discovered, and was on view in the hall. Under the mistress-ship of Miss Sturge, the Mount School has rapidly increased in numbers and outgrown the new wing added in 1902.

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The University embraces **Six Faculties**, viz.: **Arts, Science, Divinity, Law, Medicine and Surgery, and Music**, in all of which full instruction is given and Degrees are conferred. There are many different avenues to the **Arts Degrees**, the graduation subjects embracing English, History, Modern Languages, Science, &c., besides Ancient Languages, Philosophy, Mathematics, &c. The wide scope of the Arts Curriculum permits of the Combination of Arts, Science, Medical or Special Studies, and it has been shown by successes of Edinburgh students in the Civil Service Examinations that it is possible to combine study for Degrees in Arts, Science, or Law with preparation for this and other Special Examinations. In addition to the Ordinary and Honours Degrees in Arts, the Higher Degrees of D.Litt., D.Phil., and D.Sc. are conferred. Education in Military subjects is given in connexion with the Scheme of allotment of Army Commissions to Graduates of the University. Degrees in **Science** (B.Sc. and D.Sc.) may be taken in **Pure Science, Engineering**, and in **Public Health** and the Degree of B.Sc. in **Agriculture and Forestry**. There are fully equipped Science Laboratories, and other necessary appliances, in all these Departments. The curriculum in **Divinity** affords a thorough training in Theological subjects, and in Hebrew, Arabic, and Syriac. The Degree of Bachelor of Divinity (B.D.) is conferred. The **Law Faculty**, besides furnishing the professional equipment necessary for those intending to practise in Scotland, contains Chairs in Jurisprudence and Public International Law, Constitutional Law and Constitutional History, Roman Law, and Political Economy, as also Lectureships in other important branches of the Law, and is thus adapted for students preparing for the Civil Service Examinations, and for legal, political, and administrative appointments generally. The Degrees of Bachelor of Laws (LL.B.) and Bachelor of Law (B.L.) are conferred. The Faculty of **Medicine** has a full curriculum in Medicine and Surgery, and is equipped with very extensive Laboratories and all other necessary appliances for Practical Teaching. Ample facilities are afforded for Clinical Instruction at the Royal Infirmary, Maternity Hospital, Royal Hospital for Sick Children, Hospital for Infectious Diseases, and Royal Asylum for the Insane. Four Degrees in Medicine and Surgery are conferred by the University, viz.: Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.), and Master of Surgery (Ch.M.), and these Degrees qualify for practice throughout His Majesty's dominions, and for admission to the Naval, Military, and other Public Medical Services in the United Kingdom. A **Diploma in Tropical Medicine and Hygiene** (D.T.M. & H.) is conferred on Graduates in Medicine of the University, and a University **Certificate in Tropical Diseases** is also conferred on qualified Medical Practitioners who have attended Courses in the University on practical Bacteriology and Tropical Diseases. In **Music** also there is a full course of study for graduation, and the Degrees of Mus.B. and Mus.D. are conferred.

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PRIZE COMPETITIONS.

The Translation Prize for February is awarded to "Erigena."

Winners of the Translation Prizes for January are: C. R. Haines, Esq. ("C. R. H."), 38 New Square, Cambridge; H. C. Prideaux, Esq. ("Passaro"), Ayshford School, Uffculme, Devon; H. Cradock Watson, Esq. ("Foursome"), Merchant Taylors School, Crosby, Liverpool; G. H. Clark, Esq. ("Amadan"), Clifton College, Bristol.

Rue Saint-Florentin, il y a un palais et un égout.

Le palais, qui est d'une noble riche et morn architecture, s'est appelé longtemps: *Hôtel de l'Infantado*; aujourd'hui on lit sur le fronton de sa porte principale: *Hôtel Talleyrand*. Pendant les quarante ans qu'il a habité cette rue, l'hôte dernier de ce palais n'a peut-être jamais laissé tomber son regard sur cet égout.

C'était un personnage étrange, redouté et considérable; il s'appelait Charles-Maurice de Périgord; il était noble comme Machiavel, prêtre comme Gondi, défrôqué comme Fouché, spirituel comme Voltaire et boiteux comme le diable. On pourrait dire que tout en lui boitait comme lui; la noblesse qu'il avait faite servante de la république, la prêtrise qu'il avait traînée au Champ de Mars, puis jetée au ruisseau, le mariage qu'il avait rompu par vingt scandales et par une séparation volontaire, l'esprit qu'il déshonorait par la bassesse.

Cet homme avait pourtant la grandeur; les splendeurs des deux régimes se confondaient en lui; il était prince de Vaux, royaume de France, et prince de l'empire français.

Pendant trente ans, du fond de son palais, du fond de sa pensée, il avait à peu près mené l'Europe. Il s'était laissé tutoyer par la révolution et lui avait souri, ironiquement, il est vrai; mais elle ne s'en était pas aperçue. Il avait approché, connu, observé, pénétré, remué, retourné, approfondi, raillé, fécondé tous les hommes de son temps, toutes les idées de son siècle, et il y avait eu dans sa vie des minutes où, tenant en sa main les quatre ou cinq fils formidables qui faisaient mouvoir l'univers civilisé, il avait pour pantin Napoléon I^{er}, empereur des Français, roi d'Italie, protec-

teur de la confédération du Rhin, médiateur de la confédération suisse. Voilà à quoi jouait cet homme.

By "ERIGENA."

In the Rue St. Florentin there is a palace—there is also a sewer. The palace, which is of a rich and noble, though austere, order of architecture, went long by the name of the "*Hôtel de l'Infantado*," but to-day you see on the pediment of the main gateway the words "*Hôtel Talleyrand*." During the forty years that the last occupant of the palace lived in the street, not once perhaps did he allow his eyes to light on that sewer.

His name was Charles Maurice de Périgord—a strange personage, a man to be reckoned with, and feared. Like Machiavelli he was a noble, and like Gondi a priest, though an unfrocked one, as Fouché also was. He had the wit and talent of Voltaire, and limped like the Devil himself. Indeed one may say that deformity—a taint of the Devil—was in the man's being throughout. His pride of birth had stooped to serve the man of the Revolution; he had trailed his priesthood in the dust of the Champ de Mars, then thrown it in the gutter. He had broken the sacred bonds of marriage by a score of infidelities ending in a separation from his wife by consent, and he constantly sullied his gifts of intellect by acts of trickery and meanness.

But for all that he had the quality of greatness, the splendours of two regimes meeting and mingling in his person. Prince de Vaux in the Kingdom of France, he became, under Napoleon, a Prince of the Empire.

In fact it may almost be said that from the interior of that palace, from the recesses of that subtle brain, had proceeded for thirty years the direction of the affairs of Europe. He had been "hail fellow well met" with the revolutionary leaders, who had failed to detect dissimulation in his smile. He had been in contact with all the men of his time, known them intimately and observed them closely, fathomed their inmost thoughts, taken their exact measure, worked upon their feelings, turned them round his finger, made them the objects of his banter. But he had also stimulated their minds, and stirred and shaped the leading ideas of his age. Nay more, there had been moments in his career when, with the main threads of international politics in his hand, to move the civilised world as he liked, he used as his puppet the great Napoleon himself,

(Continued on page 194.)

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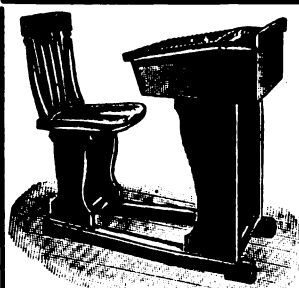
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The passage from Victor Hugo was tolerably straightforward, but it required careful handling. Every sentence was an exercise in style; there were numerous small pitfalls, and one phrase fairly beat all the "eminent hands." What looks simpler than the first sentence, "In the Rue Saint-Florentin there is a palace and a kennel"? Yet there are half-a-dozen ways of going wrong. "The street of Saint F" sounds almost as strange as would "the street of Peace." In spite of grammar, "is," not "are"; a dash after "palace," if you will, but *égout* comes as an afterthought, a surprise. Translators who relied on dictionaries instead of brains gave all sorts of renderings for *égout*—projecting roof, eaves, house of ill-fame, drain-pipe. It needs but little thought to see that there is a Hugoesque antithesis (like Byron's "a palace or a prison"). The street is symbolic of the man. "A sewer" may pass, but I greatly prefer "a kennel," "an open gutter." There would be no point in suggesting that Talleyrand never noticed a closed sewer. Note, lastly, the order of the words—not "There is, &c., in the Rue Saint F." Enough, perhaps too much, of this minute criticism. I must deal more summarily with what remains. *D'une riche*: "an imposing but somewhat sombre building." *Fronton* in English is a dictionary word; read "above the main entrance." *Hôtel*: keep the French, with the accent. *Hôte*: "occupier" or "owner." *Considérable*: "a man of rank"; "notable," not "esteemed." "As unfrocked as F." is a *non-sens*. "As witty as Voltaire, with a limp like Mephisto." If we so translate we must continue: "In fact, we might say that the man's whole nature, moral as well as physical, limped"; but perhaps it is better to give up the play of words and render "was deformed"

(Continued on page 196.)



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or "showed the cloven hoof." "Lame as the devil on two sticks" is not apposite, and "lame as a duck" is ridiculous. *Faite servante de* : "prostituted in the service of," or "degraded by wearing the livery of the Republic" (with a capital R). *Champ de Mars* refers to his celebration of Mass at the altar of the Fatherland, erected on the Champ de Mars, July 14, 1790. "The battlefield" and "trained" will account for some Fifth Classes; and *ruisseau* was frequently translated "stream." *Mariage rompu* : "broken off" and "one divorce" were common mistakes; read "his marriage vows which he had broken by a score of intrigues and a final separation by consent." *L'esprit* : "his genius which he degraded by the vile uses to which he put it," not "his wit which he spoilt by his vulgarity." Talleyrand was base, but never vulgar. *Cet homme* : "yet there was something great about the man; he combined in his own person the highest dignities of two forms of government—he was Prince de Vaux under the Monarchy and a Prince of the Empire." "In the kingdom of France" is ambiguous. *Du fond de son palais* is the crux to which I referred. It is hopeless to attempt anything like a literal rendering. I had thought of "by the dark policy which was hatched in the privacy of that dark palace," but I do not give this as an improvement on the prize version. "Hobnobbed with," "rubbed shoulders with" are alternatives to "been hail-fellow-well-met"; "let himself be 'thee'd' and 'thou'd'" is awkward. *Il avait approché* : "Erigena" gives the sense excellently, though we miss the epigrammatic crispness of the original. *Retourné* is "turned inside out," not "turned back" or "perverted." *Fécondé* is "impregnated," "leavened," not "turned to his own account." *Fils formidables* : "terrible," "terrific," &c., will not do; a few hit on the exact word "fateful." To mistake *fils* for the plural of *fils* relegated a few to the Fifth Class.

A Prize of Two Guineas is offered for the best translation of the following extract from Paul Bourget's critique of Guy de Maupassant :—

Il n'était pas besoin de cette profession de foi pour deviner chez lui la passion du mot pittoresque et de la phrase bien nombrée. Certains morceaux de facture sont à eux seuls un *credo* littéraire. Je choisis dans *Au Soleil* cette description, un lever de la lune au bord d'un lac de sel : "La pleine lune emplissait l'espace d'une clarté luisante qui semblait venir tout ce qu'elle froitait. Les montagnes, jaunes déjà sous le soleil, les sables jaunes, l'horizon jaune semblaient plus jaunes encore, caressés par la lueur safranée de l'astre. Là-bas, devant moi le Zar'z, le vaste lac de sel figé, semblait incandescent. On eût dit qu'une phosphorescence fantastique s'en dégageait, flottant au-dessus, une brume lumineuse de féerie, quelque chose de surnaturel, de si doux, de si captivant le regard et la pensée, que je restai plus d'une heure à regarder, ne pouvant me résoudre à fermer les yeux. Et partout, autour de moi, éclatant aussi sous la caresse de la lune, les burnous des Arabes endormis semblaient d'énormes flocons de neige tombés là." J'imagine qu'un professeur de rhétorique moderne, comme Sainte-Beuve s'est amusé à l'être dans quelques passages de son *Chateaubriand*, donnerait de cette page un bien curieux commentaire. Il montrerait la recherche d'harmonie imitative de ce "tombé là" qui termine sur une sonorité sourde cette phrase d'abord légère et vibrante comme un rayon de lune, l'alanguissement que donne à la période cette in correction volontaire : "de si captivant le regard et la pensée." Une foi entraîné par la doctrine qui veut que le style soit l'équivalent complet, le substitut intégral de la sensation, à quel scrupule de détail n'arrive-t-on pas ! Poussée à l'extrême, la logique du style d'images doit en effet aboutir à des recherches de cette ordre, de même que la logique du style d'idées conduisit Stendhal à écrire comme le code civil. On dirait que le langage humain, produit complexe de la sensation et de la réflexion, oscille entre ces deux pôles, de l'onomatopée à l'algèbre.

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LONDON, N.—Old established **BOARDING AND DAY SCHOOL.** with Kindergarten. Principal retiring from the teaching profession. 51 boarders, 60 day pupils. Gross receipts over £1,000. Entire goodwill only £400. —T 1,157.

SUSSEX.—High-class **SCHOOL** for the Daughters of Gentlemen, which is always full, at a delightful seaside resort. Receipts about £3,500; average net profit last three years nearly £900. Entire goodwill, to include most of the furniture, £2,400, or a partnership could be arranged. —T 1,146.

KENT.—First-class **BOARDING SCHOOL** for the Daughters of Gentlemen, at a favourite seaside resort; 36 boarders; fine premises. Receipts over £4,000. Capitalisation fee accepted on pupils transferred. Partnership would be considered for twelve months in order to give thorough introduction. —T 1,148.

CHESHIRE.—High class **BOARDING AND DAY SCHOOL.** 8 boarders, 25 day pupils. Large detached house specially adapted for school purposes standing in an acre of ground; field adjoining for games. Receipts £1,545, profit £150. Any reasonable offer accepted to enable Principal to retire at an early date. School has splendid reputation. —T 799.

SCOTLAND.—The Principal of a high-class **BOARDING SCHOOL** would receive an experienced and well qualified lady into **PARTNERSHIP** with a view to succession. The school yields a net profit of about £700 per annum. If desired, the Principal would remain a sleeping partner, leaving entire charge and control of the school in the hands of the incoming partner. —T 1,132.

LANCASHIRE COAST.—Transfer of or Partnership in good **BOARDING AND DAY SCHOOL.** 14 boarders, 6 day pupils. Receipts £550, net profit £100. Half share £250; entire school £400. —T 1,128.

SURREY.—**BOARDING AND DAY SCHOOL FOR GIRLS,** with preparatory department for little boys. 3 boarders, fees £30 to £80 per annum; 39 day pupils, fees £6 to £12 per annum. Receipts £630, rent £75. Capitalisation fee accepted for goodwill. —T 1,066.

YORKSHIRE.—**BOARDING AND DAY SCHOOL.** 48 pupils, receipts £1,150. Splendid premises, including gymnasium; garden of one acre. Entire goodwill, £500, or near offer. —T 242.

DEVON.—**BOARDING AND DAY SCHOOL.** Principal retiring. School established for past 24 years. 12 Boarders. 38 Day Pupils. Receipts £740, profit £140. Capitalisation fee accepted. —T 1,082.

KENT.—**BOARDING AND DAY SCHOOL.** 41 pupils. Receipts £445. Rent of premises £80. Entire goodwill, including school furniture and schoolroom, which is vendor's own property, only £200. Rapidly growing neighbourhood; school could be developed in a short time. —T 1,092.

NO CHARGE TO PURCHASERS.

SWITZERLAND.—High-class **BOARDING SCHOOL** for the Daughters of Gentlemen in a favourite educational centre. 28 boarders; average fees £90 per annum, exclusive of extras. Specially built premises, with magnificent views of the lake and mountains. Accommodation for 30 boarders. Receipts £3,000; profit £700. Personally inspected and warmly recommended. —T 1,118.

LANCASHIRE COAST.—Good class **BOARDING AND DAY SCHOOL,** old-established. 25 boarders, fees £50 per annum; 30 day pupils, fees £15 per annum, exclusive of extras. Specially built premises. Receipts £2,300, net profit over £600. Genuine opening. —T 1,130.

LONDON, N.—Large and flourishing **PRIVATE DAY SCHOOL,** with Kindergarten. 165 pupils. Fees 4s to 12 guineas per annum, exclusive of extras. Specially built school premises, including large assembly hall and gymnasium. Receipts £1,166, profit £500. Entire goodwill, £700. —T 1,168.

SUSSEX.—**PARTNERSHIP** is offered in a nice-class Girls' School at a seaside watering place. There are 16 boarders and 8 day pupils. The school has a good French and German connexion. Receipts £952; profit £250. Half share of goodwill £250. —T 1,150.

NORTHUMBERLAND. **PARTNERSHIP** offered in a good-class and flourishing School, now conducted by two ladies. A partner would be received with a view to succession. Receipts £1,268; profit £415. The opening would be suitable to a lady able to introduce a few boarders. —T 1,179.

Full particulars of the above and others may be obtained on application. Intending purchasers are invited to write stating their requirements. Address—158 to 162 OXFORD STREET, LONDON, W.

These School and Teachers' Advertisements are continued from page 159.

FRENCH COUNTRY HOME IN

ENGLAND during the Spring and Summer. Home for three or four little girls for whom a healthy and or life with French conversation is desired. French Language and Literature with Practical Cooking, Housekeeping, &c., taught by a resident French Lady. Elementary English subjects if required. References, terms, &c., on application. —V 1,155—No 9,281.

LONDON INSTITUTE FOR THE ADVANCEMENT OF PLAIN NEEDLEWORK.

WORK from Secondary Schools examined and Certificates granted.

For particulars apply to the Secretary,
Miss MARSH,
92 Victoria Street, S.W.

OUT OF PRINT.

THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885, 1889, and 1897 are out of print. Binding cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive), and also for the 1885, Dec., 1885, Nov., 1887, Jan., 1888; Feb., Oct., Nov., 1886 and April, 1897, are out of print.

BEAUTIFULLY ILLUSTRATED BOOKS ON HUNGARY, GRATIS AND POST FREE.

For particulars apply to W. H. SHRUBSOLE,
22 Malens Road, Eltham, Kent.

OWEN'S SCHOOL, ISLINGTON.

There will be an election in June, 1912, to SIX ENTRANCE SCHOLARSHIPS, awarded on the results of an Examination beginning on the 20th of April. Application forms may be obtained at the School, and must be sent in to the Head Master, R. F. CHORLEY, Esq., not later than Wednesday, the 15th of March.

DANCING.—MISS CHEEK,

member of the Imperial Society of Dance Teachers. Ballroom and Fancy Dancing. Special terms for Schools. Terms, &c.—The Peldon, Sheen Road, Richmond, Surrey.

Ideal House for HIGH CLASS SCHOOL.

½ acre well timbered grounds.
GOLDERS GREEN (NEW MINUTES FROM TUBE).

Only
£3,000
FREEHOLD.
An opportunity occurs of securing a finely positioned property in a first-class thriving locality, with unrivalled scope for development. 8 bedrooms, bathroom, 3 reception rooms, complete offices. Extra accommodation could easily be added. High and healthy situation. Full details of HAWKINS & SONS, 2 and 3 Cockspur Street, S.W.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

Books on Education.

From "TRAINING COLLEGE RECORD,"
February, 1910.

"A GOOD many people wanting to obtain some out of print book on Education have applied to Mr. JOHN DAVIS, of 13 PATERNOSTER ROW, and have seldom applied in vain."

33 $\frac{1}{3}$ per cent. Discount.

MACKINDER'S "New Orographical Maps: Europe, Asia, Palestine, and North America," C.R.V., 20s.; and Philips' "Comparative Wall Maps: The World, Europe, and Asia," C.R.V., 18s., and many others from JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

Books Wanted.

"MODERN Language Teaching," "Child Study," "Pedagogists," *The Journal of Education*, 1879, 1880, "The Teacher," 1879, 1880. Any volumes or parcels of parts wanted by JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

• Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

X Other Transfers and Partnerships are continued on page 198; other School and Teachers' Advertisements are continued on pages 198, 199, 200, 201, 202, and 203. X

Telephone:
7021 Gerrard.

SCHOOL TRANSFER AGENCY.

(Established
1833.)

Proprietors—Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

Offices—34 BEDFORD STREET, STRAND, AND 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.

Schools Transferred and Valued. No charge whatever will be made to Vendors of Schools or School Partnerships, by Messrs. Griffiths, Smith, Powell & Smith, unless a sale is effected or agreed upon.

SPECIAL NOTICE TO VENDORS.

As Messrs. GRIFFITHS, SMITH, POWELL & SMITH have at all times the names of a large number of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can readily effect a sale of any desirable Property they may be instructed to dispose of. All instructions receive the *personal* attention of one of the Partners of the firm.

No commission charge whatever will be made by Messrs. Griffiths, Smith, Powell & Smith, to Purchasers of Schools, or School Partnerships.

Applications from intending purchasers are solicited for the following properties:—

GIRLS' SCHOOLS.

NORTH WEST COAST.—

BOARDING AND DAY SCHOOL FOR GIRLS. Gross income over £2,000. Net £600. Number of Boarders 30, and 30 Day Pupils. Exceptional opportunity of securing a School in flourishing condition at a nominal price, viz., £600 for Goodwill. School plant at valuation. Splendid premises and grounds.—No. 1,635.

SOUTH COAST.—PARTNERSHIP IN FIRST-CLASS SCHOOL. One-third share of profits and valuable furniture, £800. The whole purchase money need not be paid down. Very fine premises.—No. 1,631.

SURREY.—PARTNERSHIP IN BOARDING AND DAY SCHOOL. Gross income £1,200, net £300. Could be largely increased. 80 to 90 pupils. Reasonable offer accepted for half Goodwill and furniture.—No. 1,634.

MIDLANDS.—Good class BOARDING AND DAY SCHOOL FOR GIRLS. Established 16 years. Gross receipts £1,545. Average net profit £250. Number of Boarders 19, number of Day Pupils 38. Rent on lease £135, or freehold could be purchased. Price for goodwill to be arranged. Good reasons for selling.—No. 1,531.

LONDON, N.W.—GIRLS' BOARDING AND DAY SCHOOL. Income about £500. Net about £150. Boarders 2 and 35 Day Pupils. Rent of large double-fronted house £80. Price for goodwill, school and household furniture about £350.—No. 1,647.

LONDON, N.—Successful BOARDING AND DAY SCHOOL FOR GIRLS, with Kindergarten Department. Gross receipts about £1,000. Number of Boarders 5 and 65 Day Pupils. Price for goodwill only £400.—No. 1,534.

KENT (Seaside).—BOARDING AND DAY SCHOOL FOR GIRLS. Income about £1,000. Number of Boarders 12 and 50 Day Pupils. Price for goodwill and nearly the whole of the furniture and effects, £500; only £300 need be paid down.—No. 1,540.

CONTINENT.—First-Class BOARDING SCHOOL FOR GIRLS in beautiful locality, conducted by an English lady. Exceptionally fine premises with all modern improvements. Income about £3,000. Net income about £750. Number of Boarders 28. Price for goodwill, together with the whole of the valuable household and school furniture, £2,500.—No. 1,538.

LANCASHIRE (Seaside).—BOARDING AND DAY SCHOOL FOR GIRLS. Gross receipts about £1,000. Number of Boarders 18, and 30 Day Pupils. Rent of very fine house only £120; this could be nearly covered by letting the house in the holidays. Price for goodwill, £400.—No. 1,537.

BOYS' SCHOOLS.

WEST OF ENGLAND (Seaside).—PARTNERSHIP IN BOYS' BOARDING AND DAY SCHOOL. Average receipts over £1,600. Number of Boarders 34 and 10 Day Pupils. Very

reasonable terms will be accepted, and part of the purchase money can be paid by instalments.—No. 6,005.

MIDLANDS.—FIRST CLASS PREPARATORY SCHOOL FOR BOYS. Gross receipts about £3,000. Net about £1,000. Exceptionally fine premises. Extensive grounds. Price for the Freehold, £12,000. Goodwill, £2,000. A fairly large sum could be raised on mortgage.—No. 6,038.

CHESHIRE (Seaside).—PARTNERSHIP IN BOYS' BOARDING AND DAY SCHOOL. Gross receipts past year about £800. Number of Boarders 17 and 10 Day Pupils. Price for half share of goodwill, school and household furniture, only £340.—No. 6,002.

NORTH-WEST OF ENGLAND.—PARTNERSHIP IN BOYS' BOARDING AND DAY SCHOOL. Income £1,600 to £1,700. Net about £430. Number of Boarders 21 and 42 Day Pupils. Very fine premises. Price for half-share of profits £300. Very desirable opening.—No. 6,004.

KENT (Seaside).—BOARDING AND DAY SCHOOL FOR BOYS. Almost entirely Preparatory. Income about £2,200. Net profit about £500. Number of Boarders 30 and a few Day Pupils. Price for goodwill, £800. Furniture optional.—No. 6,039.

LONDON, N.W.—BOYS' BOARDING AND DAY SCHOOL. Gross income about £400. Net £100-£130. Boarders 3, and 35 Day Pupils. Price for goodwill and school furniture about £250.—No. 6,046.

For Sale.

HIGH CLASS DAY SCHOOL

FOR GIRLS. Ten miles from Manchester. Established over twenty years. Also School furniture. From end of Summer Term. Pupils 49. Receipts for last two years £793. Details to suitable applicants. Address—No. 9,259.*

Sale or Transfer.

FOR SALE (LONDON).—PREPARATORY SCHOOL FOR GIRLS with few little Boys in Lower Division. 26 pupils. This number does not vary greatly. Working expenses very moderate. Easy terms to suitable lady. Address—No. 9,272.*

FOR SALE.—Small high-class PREPARATORY DAY SCHOOL FOR GIRLS AND BOYS in country, ten miles from large Northern town. Address—No. 9,266.*

SEASIDE, WEST OF ENGLAND. GIRLS' DAY SCHOOL for disposal in Summer. Favourite health resort. School well situated. Good school furniture. Particulars on application. Address—No. 9,271.*

SEASIDE SCHOOL FOR SALE. Good class. Average income about £600. Fine Premises. Rent nearly covered by letting during Summer holidays. Capitation fees accepted.—B.B., Courtlands, Clacton-on-Sea.

SALE OR TRANSFER.

OLD ESTABLISHED SCHOOL

FOR SALE, cheap, small, but increasing connexion. Owner must leave at Easter through illness. If desired, would sell school furniture separately. Large stock of desks, forms, blackboards, Kindergarten furniture, school library, pianos, &c. 20 day scholars. More in prospect. Convenient for boarders. London, S.E. Address—No. 9,261.*

FOR SALE.—Well equipped GYMNASIUM and DANCING ACADEMY, High Class connexion, highly recommended by the medical profession. With large Freehold house attached. Suitable for Boarders under corrective treatment. Price £800; part of the purchase can remain. Address—No. 9,282.*

Boarding School Wanted.

LADY, experienced, wishes to purchase a first-class GIRLS' BOARDING SCHOOL. In or near London preferred. Address—No. 9,264.*

Seaside Apartments.

BOARD-RESIDENCE or APARTMENTS. Close sea and links. Refined and comfortable. Highly recommended.—Mrs. RAMAGE, St. Andrew's Drive, Skegness.

Partnerships Offered and Required.

EXPERIENCED Teacher wants OPENING FOR DAY SCHOOL in country town. No capital, but would join lady with house and bring a boarder. Highly qualified. Address—No. 9,262.*

Tenders Invited.

COUNTY BOROUGH OF SOUTHPORT.

EDUCATION COMMITTEE.

The above named Committee are prepared to receive TENDERS for the supply of Books, Stationery, Artists' Materials, Kindergarten Requisites, Needlework Materials, &c. for a term of three years commencing April 1st, 1912. Copies of the Schedule may be obtained from the BOROUGH TREASURER.

Sealed Tenders addressed to the Town Clerk, endorsed "Stationery," must be sent in on or before March 8th.

The Committee do not bind themselves to accept the lowest or any Tender.

J. ERNEST JARRATT,
Town Clerk.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, 'The Journal of Education' fulfils a very useful mission to secondary teachers."

—The Western Daily Press.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

Other Transfers and Partnerships are on pages 195, 197, and 198; other School and Teachers' Advertisements are continued on pages 199, 200, 201, 202, and 203.

Books for Sale.

AT SPECIAL NET PRICES:—

- 36 Dent's "New Second French," 9d.
 10 Dent's "New Phonetic Books," 3d.
 12 Rendellbury's "Examples in Arithmetic," 1s.
 9 Carroll's "Practical Geometry," 9d.
 27 "Ora Maritima," 9d.
 20 Hall and Knight's "Algebra for Beginners,"
 Without Answers and Graphs, 6d.
 2 Longmans' "School Geography," 1s. 9d.
 40 Longmans' "First Illustrated Latin Reading
 Books," 6d.
 60 Bell's "Literary Reading Books: Ivanhoe," 4d.
 1 Robinson's "History of England: Period I," 1s.
 1 Key to "Tutorial Arithmetic," 3s.
 From JOHN DAVIS (Successor to Thomas Laurie),
 13 Paternoster Row, London.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words
 after, 6d. (Use of Office address, 1s. extra.)
 For latest time for receiving these an-
 nouncements see front page.

Replies to advertisements marked * should
 be sent under cover to "The Journal of
 Education" Office, 3 Broadway, Ludgate
 Hill, E.C., in each case accompanied by
 a loose stamp to cover postage on to ad-
 vertiser. Post cards will not be sent on.]

GAMES AND GYMNASTIC
MISTRESSES with exceptional qualifications
 can be obtained on application to A. ALEXANDER,
 Principal, Physical Training College, Southport.

EXPERIENCED FRENCH MIS-
TRESS (60) requires Post in School. Easter.
 Protestant. Diploma. German (conversation). Good
 drawing. Six years' experience in Germany
 and England.—Miss SORDANO, Pasteur Degremont,
 9 Sobo Square, London.

MUSIC MISTRESS, L.R.A.M.,
 desires Re-engagement. Studied four years
 under Mathias, two years in Germany. Prepares
 successfully for all Examinations. Excellent testi-
 monials. Public and Private School experience.
 Address—No. 9,235.*

KINDERGARTEN or FORM I
MISTRESS desires Post in April. National
 Froebel Union Higher Certificate Part II. Higher
 Level History. Five years' experience. Address—
 No. 9,234.*

MUSIC MISTRESS (non-resi-
 dent), experienced, would like Engagement
 in small Ladies' School, in or near Brighton. Piano
 Method and Violin. Preparation for Asso-
 ciated Board and Trinity College Examinations. El-
 ementary to Advanced in both instruments. Recent
 successes. Address—No. 9,233.*

EXPERIENCED ENGLISH
MISTRESS (28) requires Post in large School
 after Easter. Good Mathematics. English, French,
 Latin, Music, Games. Eight years' experience in
 various schools. London matriculation. Good disci-
 plinary. Address—No. 9,236.*

POST as KINDERGARTEN or
LOWER FORM MISTRESS. College-
 trained. Higher Froebel Certificate. 65 years' ex-
 perience. Good Form subjects, including good
 drawing. History, Literature, Grammar, Compo-
 sition, Geography, Nature work, Handwork, Needle-
 work, Class Singing, Swedish Drill to Lower School
 Class. Address—No. 9,237.*

ART MISTRESS, to teach Drawing
 and Painting, fully Certificated Teacher.
 Artist's Colour System, also well qualified in South
 London Art Examinations. Experienced teacher.
 School and private work. Address—No. 9,260.*

KINDERGARTEN MISTRESS
 requires Post in May. National Froebel
 Union Higher Certificate. Trained Bedford Kinder-
 garten College (22 years). Address—No. 9,265.*

EDUCATIONAL AGENCY.

(ESTABLISHED OVER
 70 YEARS.)

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Offices: 84 Bedford Street, Strand; and 22 Henrietta Street, Covent Garden, London, W.C.

Telegraphic Address: "Scholasque, London."

Telephone: 7081 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge. A list of Easter Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 201.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

A list of Easter Vacancies will be forwarded in due course to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 188 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

MODERN LANGUAGE MIS-

TRESS, strongly recommended, desires Post at Easter. French and German acquired abroad. Modern methods. Successful for examinations. Certificates. Experience. Testimonials. Preparation for Examination. School preferred. Salary moderate. Address—No. 9,268.*

EXPERIENCED MODERN

LANGUAGE MISTRESS desires, after Easter, non-resident Post in good Day School. Prepares for London Matriculation and Oxford and Cambridge Local Examinations. Excellent references. Address—No. 9,269.*

B.A. (Honours Course, German,

French, English) requires Post in September. Diplomee of The Training College, Cambridge. Resided abroad. Two years' experience. Address—No. 9,270.*

GENTLEWOMAN seeks Re-

engagement as SUPERINTENDENT, MATRON, HOUSEKEEPER, or HOUSE MISTRESS. Thoroughly experienced, capable organizer, some Hospital Training, fluent French. Liberal salary. Address—No. 9,273.*

EXPERIENCED TEACHER

(Trained, Froebel Certificate, Board of Education Teacher's Certificate, A.C.P., &c.) desires Post as HEAD OF PREPARATORY DEPARTMENT of a Secondary or Elementary School. Used to training Student-Teachers. Address—No. 9,274.*

B.Sc. Lond., trained, desires Post as

SCIENCE MISTRESS. Botany, Nature Study, Mathematics, Chemistry, Physics, Geography, English subjects. Excellent testimonials. Salary not so much a consideration as to gain experience. Address—No. 9,276.*

REQUIRED in the Autumn Term,

1912, Complete Charge of Art Teaching in School or College, in or within fifty miles' radius of London. Experience in Studio Teaching, Girls' and Boys' Schools; also in College Training Department. Address—No. 9,277.*

LADY (27) seeks Re-engagement

after Easter as FRENCH MISTRESS in Private School. Residence abroad (Diplome d'Etudes Françaises). Experienced. Time for private study. West of England preferred. Address—No. 9,278.*

WANTED, after Easter, Post as

English Mistress, non-resident preferred. Subjects: English, History, German, French Translation, elementary Botany. Eight years' experience. Good references. Good disciplinarian.—S. SCOTT, 8, Lauffort, East Bath.

ART MISTRESS desires Appoint-

ment in London School. Drawing, Painting (oil and water colours), Crafts. Address—No. 9,279.*

PARISIENNE (Protestant, Officer's

daughter, Diplome Supérieur, experienced in Public-school teaching, good disciplinarian. Visits Schools and privately. Any distance. Coaches successfully for Examinations. Conversation Specialist. —PARISIENNE, St. John's Hostel, Westbourne Park.

GYMNASTIC, GAMES, AND

SPORTS MISTRESSES.—LIVERPOOL GYMNASIUM TRAINING COLLEGE.—Fully trained Teachers disengaged and qualified to teach Drilling and Gymnastics (Swedish and British Systems), Fencing, Swimming, Dancing, Horse-Riding, Cricket, Hockey, Lacrosse, Tennis, Badminton, Remedial Exercises and Massage, Sick-nursing, Physiology, and Hygiene. Apply—PRINCIPAL, 171 Bedford Street, Liverpool.

FOREIGN MUSIC MISTRESS

(Diplomee Conservatoire) desires Post. Pianoforte, Harmony, &c. Eight years' teaching experience, four years England. Brilliant performer. Excellent testimonials. Address—Miss KRAVENHOFF, Rathkenny House, Slane, co. Meath, Ireland.

GRADUATE, M.A. (Vict.), desires

Post as ASSISTANT MISTRESS in Secondary or Private School after Easter. Nearly three years' experience in teaching Latin, Mathematics, Botany, Games.—WILLIE, Wyndham College, Sale.

VISITING ART MISTRESS de-

sires engagement in or near Birmingham. South Kensington Certificated Art Mistress, Registered, Board of Education. Subjects: Design, Painting, Drawing, and Modelling from Life, Modelled Designs, Anatomy, Sketching (outdoors and interiors), Art Needlework. Six years' experience in preparing for Royal Drawing Society, University Local, and South Kensington Examinations. Last appointment, three years High School near London. Apply—E., 79 Francis Road, Edgbaston, Birmingham.

VISITING MUSIC MISTRESS

desires School engagement. Piano, Harmony, Theory, Solo and Class Singing. A.T.C.L. Piano, L.T.C.L. Singing.—Miss JOLLISSER, 37 Woodfield Road, Foulbridge.

SENIOR OPTIME IN MATHE-

MATICAL TRIPOS undertakes Private Coaching or Visiting Teaching in Schools in or near London. Apply—Miss H. G. JONSSON, 2 Mount Ephraim Road, Streatham, S.W.

MUSIC MISTRESS, A.T.C.L.,

desires Post in School or Family. Elementary Violin.—Miss CLUGG, 84 London Road, Reading.

FRENCH PROFESSOR, B.A.,

D.Ph., ex-Lecturer at Valencia University, desires Post in good English School as LANGUAGE MASTER. French, German, Spanish, both methods. Fluent English. Excellent references and testimonials. Disengaged. Easter.—Scholastic Agency, Woolston, Southampton.

SECRETARYSHIP desired by

Lady thoroughly trained in Typewriting, Shorthand, Bookkeeping. Could give tuition in these subjects. Also Piano (A.R.C.M.), Class Singing, Harmony. Excellent references.—Miss HUNT, 36 Burwash Road, Plumstead.

LANGUAGE MISTRESS, ex-

perienced in Examination work, seeks Re-engagement. Modern Languages (Latin, French, and the usual Form subjects). First Class C.H.L. Very good testimonials.—H., 47 Harley Street, W.

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TRAINED ASSISTANT MISTRESS requires Post. Cambridge Higher Local Certificate, Cambridge Teachers' Diploma. Experience in Girls' Secondary School. Subjects: Scripture, Geography, History, English, Elementary Mathematics. Address—K., Sunnyside, Casterton Road, Stamford.

ASSISTANT MUSIC MISTRESS seeks Post. Advanced Piano, Violin, Class Singing, Harmony, Form. Pupil Charles F. Reddie, F.R.A.M. Prepare Associated Board Examinations. Excellent testimonials.—Miss KENDALL, Foulsham, Norfolk.

AS GERMAN MISTRESS (studied University), 4 years' High School experience. English (Oxford Certificate with distinction), French, elementary Latin, Drawing, Dancing, Needlework.—89 X, Hooper's, 13 Regent Street, London. Many very desirable teachers disengaged. Printed list gratis. Established 1881.

GYMNASTIC or GAMES MISTRESS desires Post. First Class Diploma, Southport Physical Training College; also Certificates for Massage, First Aid, and Sick Nursing. Good at Games. Good teaching experience.—M. G., 8 King Street, Thetford, Norfolk.

MISS FRIDA KINDLER, Concert Pianist, pupil of Busoni and the Berlin Conservatoire, is free to accept a Visiting Appointment in a good School in or near London. Three years' experience in large School. Pupils prepared for all Examinations L.R.A.M. Excellent testimonials and criticisms of recent date. Address—62 Loudoun Road, St. John's Wood, N.W.

MUSIC MISTRESS (L.R.A.M.). Subjects: Piano (Curwen Method for beginners), Harmony, Ear Training, elementary Violin, Class Singing. Public and Private-school experience.—W., 115 Duke's Avenue, Muswell Hill, N.

YOUNG GERMAN LADY (German High School Certificated, speaking English and French, several years' experience) seeks Position in good English School or Family, for 12 or 6 months. Salary required. Apply—Mrs. KAMEN, 68 Cromwell Avenue, Highgate, London, N.

L.R.A.M. requires Resident School Engagement. Piano, Harmony (Silver Medal), Form, Theory, Class Singing, elementary Solo Singing, Drawing, Painting (Gold Medal), elementary English (full), French if required. Good testimonials, references.—Miss ISA MEIKLE, 165 Dalkeith Road, Edinburgh.

NON-RESIDENT VISITING MUSIC MISTRESS. L.R.A.M., desires School Engagement. Lancashire or Yorkshire preferred. Piano, Theory, Harmony, Form, &c. Pupils prepared for examinations. Address—Miss LEE, Knowl Road, Miffeld, Yorks.

A YOUNG LADY requires Engagement as MUSIC MISTRESS in a School. Piano, Solo and Class Singing, Theory, Drill, Junior English, and Games. Good testimonials. Four years' experience. West of England preferred.—E., Eastleigh, Sylvan Road, Exeter.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on advertisement. Post cards will not be sent on.]

HIGH SCHOOL, SWANSEA.—Wanted, in September, Non-resident SENIOR ENGLISH MISTRESS. Preference for Cambridge or Oxford Honours Examination. Training desirable. Salary according to qualifications. Applications, copies of testimonials, particulars of experience, training, age to be sent to HEAD MISTRESS.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

UNIVERSITY OF LONDON.

NOTICE IS HEREBY GIVEN, that on WEDNESDAY, 15th of MAY next, the Senate will proceed to elect Examiners in the following departments for the year 1912-13.

FOR THE MATRICULATION EXAMINATION.

The Examiners appointed will be called upon to take part in the three Matriculation Examinations of the year. The remuneration of each Examinership consists of an inclusive annual Salary varying according to the subject. Full particulars can be obtained on application to the Principal.

FACULTY OF ARTS AND OF SCIENCE.

One in *Latin*. One in *Mathematics (Elementary and More Advanced)*.
One in *Greek*. One in *Physical and General Geography*.
One in *English*. One in *Elementary Physics*.
One in *Modern History*. One in *Elementary Chemistry*.
One in *French*. One in *Elementary Chemistry*.
One in *German*. One in *Elementary Chemistry*.

In each of these subjects there are two Examiners, but in each case one of the present Examiners is eligible and offers himself for re-election.

One in *Geometrical and Mechanical Drawing*.

In this subject there is one Examiner, and the retiring Examiner is not re-eligible.

Candidates must send in their names to the Principal, with any attestation of their qualifications they may think desirable, on or before MONDAY, FEBRUARY 19th. (It is particularly desired by the Senate that no application of any kind be made to its individual Members.)

The Senate is also prepared to receive applications for inclusion in the Panel of Assistant Examiners for the Matriculation Examination, in Classics, English, French, Mathematics, History, Physics, Chemistry, Botany, and Geography respectively.

Assistant Examiners will be employed as and when required to read the scripts of candidates, and the remuneration will be at the rate of £5 per 100 scripts in all subjects except Arithmetic and Algebra, for which subject the remuneration will be £4 per 100 scripts.

If testimonials are submitted, three copies of each should be sent. Original testimonials should not be forwarded in any case. If more than one Examinership or Assistant Examinership is applied for, a separate complete application, with copies of testimonials, if any, must be forwarded in respect of each.

By Order of the Senate

HENRY A. MIERS, *Principal*.

University of London,
South Kensington, S.W.
February, 1912.

MERTHYR TYDFIL (DUAL) INTERMEDIATE SCHOOL.—Wanted, an ASSISTANT MISTRESS, to teach Drawing and French. Really good qualifications required in each, and some experience. A degree a recommendation. Salary £120 (non-res.), rising by annual increments to £150. Apply—HEAD MASTER.

YEOVIL HIGH SCHOOL.—Wanted, April, PREPARATORY FORM MISTRESS, knowledge Kindergarten, £36 resident, £60 non-resident. Apply—HEAD MISTRESS, with particulars, experience, education, training, references (one reference Head Mistress of School taught in).

SCIENCE MISTRESS (Degree or equivalent). Special subjects: Botany, Geography, Geology.—Apply to Miss BAKER, B.A., Badminton House, Clifton, Bristol.

SOUTH AFRICA.—Wanted, for Girls' High School, VICE-PRINCIPAL (Lady). Subjects: Mathematics, Botany, Latin or French. Salary, £150 resident. Passage. Apply—EDUCATION, 23 Army and Navy Mansions, Victoria Street, S.W.

THE Council of the London (Royal Free Hospital) School of Medicine for Women, 8 Hunter Street, W.C., invite applications for the Post of LIBRARIAN. The lady appointed will be required to give half her time, and must hold either a University degree or have had previous experience in Librarian's work. Applications should be sent by March 23 to the SECRETARY, from whom all particulars can be obtained.

L. M. BROOKS, Secretary.

WANTED, a Trained, experienced MISTRESS for Games, Swedish Gymnastics and Dancing, and Remedial Exercises, in small Girls' School in Kent. Madame Bergman Osterberg's Certificate essential. Salary £60 to £80, according to qualifications. Apply—PRINCIPAL, Downe House, Downe, Kent.

CUMBERLAND EDUCATION COMMITTEE.

WORKINGTON COUNTY TECHNICAL AND SECONDARY SCHOOL.

The Governors invite applications for the Post of FIRST ASSISTANT MISTRESS in this new Dual School now in course of erection, and expected to be opened after the Summer vacation. Applicants must be under 40 years of age, and have a University Degree or equivalent, with experience in Secondary or High Schools. Special subjects: English and History.

Salary £150, rising by £10 annual increments to £200. Further particulars, with forms of application to be returned on or before 16th March, may be obtained from the undersigned on receipt of stamped addressed foolscap envelope.

C. COURTENAY HODGSON,
The Courts, Carlisle. Clerk to the Governors.
17th February, 1912.

CUMBERLAND EDUCATION COMMITTEE.

THE CARLISLE COUNTY HIGH SCHOOL FOR GIRLS.

Applications are invited for the Post of HEAD MISTRESS of the above School, to commence duties, if possible, at the beginning of the Summer Term (end of April).

Candidates must have a Degree of a University in the United Kingdom, or its equivalent, and have had experience in Secondary Schools.

Salary £350 with capitation grant of 10s. on all pupils over 100. Present number 170. Accommodation 306.

School prospectus and farther particulars with forms of application may be obtained from the undersigned on receipt of a stamped, addressed, foolscap envelope.

Applications will be received up to 12th March, 1912.

C. COURTENAY HODGSON,
The Courts, Carlisle. Clerk to the Governors.
16th February, 1912.

CUMBERLAND EDUCATION COMMITTEE.

BRAMPTON COUNTY SECONDARY SCHOOL.

Applications are invited for the post of HEAD MASTER of this Dual Secondary School. Accommodation 100. Salary £300. Applicants must hold a Degree of some University in the United Kingdom, and be not under 30 nor over 50 years of age.

Further particulars, conditions of appointment, and forms of application, may be obtained from the undersigned upon receipt of stamped, addressed, foolscap envelope. Applications will be received up to March 23rd, 1912.

C. COURTENAY HODGSON,
The Courts, Carlisle. Clerk to the Governors.
24th February, 1912.

UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE, CARDIFF.

The Council of the College invites applications for the Post of ASSISTANT LECTURER in the Departments for the Training of Men Teachers for Elementary and Secondary Schools, rendered vacant by the appointment of Mr. CALEB REES, M.A., to a post under the Board of Education.

Further particulars may be obtained from the undersigned, to whom applications with testimonials (which need not be printed) must be sent on or before Tuesday, March 12, 1912.

PERCY E. WATKINS,
Registrar.

SOUTH-WESTERN POLYTECHNIC INSTITUTE.

MANRESA ROAD, CHELSEA, S.W.

GYMNASTIC MISTRESS required for September, 1912, to teach principally Gymnastics and also Theory of Movements or Anatomy, Elementary Dancing or some other subject.

Salary £150 per annum.

Forms of application, which must be returned by March 18th, and memorandum of duties may be obtained from the SECRETARY of the Physical Training College as above by sending stamped and addressed foolscap envelope.

JUNIOR FORM MISTRESS

wanted Easter. Elementary Arithmetic (modern methods) essential, English, Needlework, and Games desirable. Discipline. High School experience. Age not under 24. Salary £100.—HEAD MISTRESS, Wyggeston Girls' Grammar School, Leicester.

COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the under-mentioned positions:—

(a) **MISTRESS OF ENGLISH SUBJECTS AND ELEMENTARY MATHEMATICS** at the L.C.C. TRADE SCHOOL FOR GIRLS, BLOOMSBURY. Salary £120, rising to £220 by yearly increments of £20. The successful candidate will be required to take up her duties on the opening of the School after Easter next.

(b) **ASSISTANT MISTRESS** to teach French and German throughout the School at the COUNTY SECONDARY SCHOOL, ELTHAM. Salary £120, rising to £220 by yearly increments of £10 in accordance with the Council's scale for Assistant Mistresses in Secondary Schools. Candidates must have passed a Final Honours examination for a degree held by a recognized University, and must have had experience of class teaching by modern methods.

Applications must be on the official forms to be obtained, with particulars of the appointment, by sending a stamped, addressed, foolscap envelope to the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C., to which they must be returned by 11 a.m. on Thursday, 15th March, 1912, in the case of (a), and by 11 a.m. on Friday, 16th March, 1912, in the case of (b).

The envelope of every communication must be marked T.1 in the case of (a), and H.4 in the case of (b).

Unsuccessful candidates, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.
2nd February, 1912.

STUDENT-TEACHER (Resident)

Wanted, at once, in well known Recognized Girls Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

DIOCESAN TRAINING COL-

LEGE, Ripon.—Wanted, in September, a TEACHER OF HYGIENE AND PHYSICAL EXERCISES. Some teaching experience essential. Salary 25 per annum, rising to £100 by yearly instalments of £5, with board, rooms, and medical attendance. Forms of application, which must be returned by March 20th, apply to the PRINCIPAL, Ripon Training College.

TYPEWRITING AND DUPLI-

CATING.—Testimonials 6d. doz. copies, MSS. 5d. per 1,000, Circular Letters 2s. 9d. per 100.—Mrs. ABIGAIL MATHER, Lanherne, Grosvenor Road, Church End, Finchley, N.

LEEDS GIRLS' HIGH SCHOOL.

—Required, September, SCIENCE MISTRESS (Physics, Chemistry). Degree and experience essential, also knowledge of application of Science to Home Arts. Apply—HEAD MISTRESS, before March 1st.

HOMERTON COLLEGE, CAM-

BRIDGE.—Wanted, beginning of April, an ASSISTANT MATRON to help in Housekeeping, catering, and Sick Nursing. Salary £35, resident. Apply to the PRINCIPAL at the College.

SKINNERS' COMPANY'S

SCHOOL FOR GIRLS, STAMFORD HILL, N.—Wanted in May, a well qualified and experienced ASSISTANT MISTRESS. Subjects: Modern French and English. Apply to the HEAD MISTRESS.

WAKEFIELD HIGH SCHOOL.

—Wanted next term, MISTRESS for Gymnastics and Drill. Salary £120. Teaching experience essential. Apply—HEAD MISTRESS.

WANTED, after Easter, resident

SCIENCE MISTRESS. Degree or Inter. B.Sc. and some experience or training essential. Apply—HEAD MISTRESS, Clergy Daughters' School, Epsom.

TYPEWRITING.—Testimonials,

letters, &c. 6d. per dozen copies; MSS., 5d. per 1,000 words. Promptness and accuracy guaranteed. Miss DEXTER, 6 Exchange Mansions, St. James' Park, London, N.

KENDRICK GIRLS' SCHOOL,

Reading.—Wanted, at Easter, JUNIOR MISTRESS. Apply to HEAD MISTRESS, Kendrick Girls' School, Reading.

TO ASSISTANT MISTRESSES.

EASTER AND SEPTEMBER (1912) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

Graduate for Physics, Chemistry, Botany and Nature Study, Modern Geography, and Elementary Mathematics. Salary £110 non-resident. Public Secondary School in Yorkshire.—No. 308.

Assistant Mistress to take French and Swedish Drill. Graduate with Honours in French looked for. Commencing salary £100 non-resident. County School.—No. 358.

New Zealand.—Mistress for good English to Matriculation standard, Latin, Elementary Mathematics, German. Drawing or Drill a recommendation. Games. Member of Church of England essential. High-class School. Salary £100 resident. Second Class fare paid. Wanted as soon as possible.—No. 357.

Mistress to take English to Scholarship standard and to take the English throughout the School. Subsidiary subject: History. Commencing salary £110 non-resident. County Secondary School.—No. 334.

Head Mistress for high-class School near London. Graduate looked for. Good general subjects, experienced. Member of Church of England preferred. Salary £60 resident.—No. 360.

Mistress for Latin, English, Elementary Mathematics, History, and Needlework. Music and Games desirable. Graduate or equivalent desired. Salary £110 non-resident. County Secondary School.—No. 355.

Junior French Mistress who must have resided in France, to teach French for Honours Junior Cambridge Locals, and take Botany for Pass in Senior Cambridge. Large important Day School near London. Salary £60 resident.—No. 338.

Wanted in September, Mistress for Mathematics and Physics. Commencing salary £120 to £130 non-resident. Important School in London.—No. 316.

Lady required for the Senior House of large and important School. Must be able to teach domestic subjects. Fluent French a recommendation. An adequate salary will be given to a suitable lady.—No. 329.

Assistant Mistress for good general English, Latin, and Mathematics. Able to prepare girls for Higher Local and Intermediate Examinations. Experienced. Age over 26. Fair salary resident.—No. 353.

Experienced Teacher required for the Junior House of a large and important Boarding School. Must have had considerable experience in Boarding Schools. Would be responsible for outdoor games, &c. A good salary will be given to a competent lady.—No. 335.

Assistant Mistress for important School in London. Graduate or equivalent looked for. English up to Higher Local standard. Logic and German. Member of Church of England. Experienced in good Schools. Fair salary.—No. 323.

Assistant Mistress for Algebra, Geometry, and Latin, for Preliminary, Junior, and Senior Cambridge Examinations. Assist in English. Experience necessary. Salary about £50 resident. High-class School in Kent.—No. 333.

Assistant Mistress for good English and English Literature, to be given in lecture form: Arithmetic, Euclid, Algebra, and Latin. Experience necessary. Member of Church of England. Salary about £45 resident.—No. 365.

English Mistress for all English subjects, Arithmetic, French, Ablett's Drawing. Experienced in preparing for Cambridge Locals. Games. Salary £42 resident. Large School.—No. 366.

Assistant Mistress to take Mathematics, History, Geography, and Botany, to Forms IV and V. Must be Certificated. Day School in London. Fair salary resident.—No. 362.

Assistant Mistress for good Physiology and general English subjects for Junior forms. Age over 23. Salary about £45 resident. First-class School.—No. 356.

Senior Music Mistress for Piano, Theory, Harmony, Class and Solo Singing, German, L.R.A.M., or equivalent desired. Commencing salary £50 resident. Large Boarding School.—No. 350.

Music Mistress, to teach Piano and either Violin or Singing. Must hold good Certificates. Salary about £40 resident. First-class School. Large staff of Mistresses.—No. 344.

Kindergarten Mistress to teach all Kindergarten subjects, Handwork, Modelling, &c. English and Arithmetic to pupils up to 10 years of age. Must hold full Froebel Certificate. Salary £60 resident. Secondary School.—No. 342.

Kindergarten Mistress who must have had good training for School near London. Good Class Singing and Needlework required. Salary £60 resident.—No. 337.

Gymnastic Mistress required in September. One trained under Miss Osterberg desired. Also to assist with some other work. Would be under the chief Gymnastic Mistress. Salary £110 to £120 non-resident. Important School in London.—No. 317.

FOREIGN MISTRESS-SHIPS.

French Mistress to teach French on the direct method to the Junior Classes of an important School in Scotland. 600 pupils. Must be experienced. Salary £100 non-resident.—No. 275.

Swiss Lady required for first-class Boarding School in Surrey. French, German, Needlework, Drawing, and Painting. Salary £50 resident.—No. 293.

French Mistress for thorough French. Must be accustomed to English Finishing School work. Salary £45 resident. High-class Boarding School in London.—No. 289.

Foreign Mistress for good French, and take Needlework. Must hold good Certificate. Knowledge of Phonetics a recommendation. Middle-class Girls' School. Salary £40 resident.—No. 287.

other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

120 Student Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, SMITH, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications should be stated.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 198 for brief particulars of some of the Schools Messrs. GRIFFITHS, SMITH, POWELL & SMITH now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

Wanted, at once, TEACHER OF DOMESTIC SUBJECTS for Scholars in Elementary Schools. Salary according to scale. Preference will be given to a Teacher possessing three First Class Diplomas (Cookery, Laundry work, and Housewifery). Form of application, together with scale of salaries, may be had from the SECRETARY, Education Office, Sheffield.

WYCOMBE HIGH SCHOOL.

Wanted, in September, a MISTRESS to assist in Junior and Middle Forms. Chief subjects: French (Phonetics, &c.) and Mathematics. (Modern methods). Secondary training essential. Applications, stating (1) age, (2) places of education (with dates), (3) training, (4) (certificates, &c.), (5) subjects offered, to be sent before March 25th, with copies of three testimonials and names of two references, to HEAD MISTRESS, The High School, High Wycombe.

VACANCY, next term, in large

Girls' Boarding School for Student wishing to prepare for Cambridge Higher Local Examination or London Degree, or Froebel Examinations. Premium. Address—No. 9, 183.*

RESIDENT MISTRESS, Classics

and Mathematics. Graduate, experience essential. Churchwoman, for Woodard School. Salary from £75. Apply—The LADY WARDEN, St. Michael's, Bognor.

HIGH SCHOOL FOR GIRLS,

SUTTON.—Wanted, after Easter, an ASSISTANT MISTRESS, trained, for Lower School work. Disciplinarian. Botany essential. Also ART MISTRESS who could help with Mathematics. Apply—HEAD MISTRESS.

TWO ASSISTANT MISTRESSES

required in Private School for next term, to teach Latin, French, some English, Music, and Drawing between them. Painting a recommendation. Address—No. 9, 238.*

AN experienced TEACHER re-

quired to take entire charge, after Easter, for a term or two terms, of a small high class Day School in the North of England, with a view to possible Partnership or succession later. Address—No. 9, 267.*

SWEDISH Gymnastics, Massage,

and Remedial Work. Wanted, after Easter, good ASSISTANT, fully qualified. Dartford Certificate preferred. Apply—The HEAD MISTRESS, Girls' High School, Rutland Park, Sheffield.

WANTED, for September, ENG-

LISH MISTRESS. Good Degree or equivalent. High School experience essential. Suitable applications only answered. Apply—HEAD MISTRESS, Girls' Grammar School, Berkhamstead.

RESIDENT FORM MISTRESS

Required for next Term in Private School of sixty Girls. Good qualifications essential. Principal subjects, Geography and English. Churchwoman.—PRINCIPALS, St. Helens, Blackheath, S.E.

CENTRAL FOUNDATION

SCHOOL, SPITAL SQUARE, LONDON.—Wanted, in September, Two FORM MISTRESSES: (1) English Specialist; (2) Geography Specialist. High qualifications and Secondary School experience essential. Salary, L.C.C. Scale (minimum £120, rising to £220 for Graduates). Suitable applications only acknowledged. Apply—HEAD MISTRESS.

EDGBASTON HIGH SCHOOL

FOR GIRLS, BIRMINGHAM.—Wanted, after Easter, a MISTRESS to be Head of the Boarding House. Degree and experience essential. Good salary. Apply to the HEAD MISTRESS.

REQUIRED, at Easter, SENIOR

RESIDENT ENGLISH MISTRESS in Girls' Home School at Seaside. Subjects: Mathematics, English, Latin. Also KINDERGARTEN MISTRESS, with good Music and Needlework. Address—No. 9, 284.*

NORTH RIDING OF YORKSHIRE COUNTY COUNCIL.

EDUCATION COMMITTEE.

WHITBY MIXED SECONDARY SCHOOL.

Applications are invited for the under-mentioned positions in the above School, which will be opened early in September, 1912:—

(1) SENIOR MISTRESS. To be responsible under the Head Master for the control of the girls in all matters affecting conduct and discipline. Age 25 to 35. Applicants must possess a Degree or the equivalent, and must have had experience in a Mixed School. Special subjects: English Language and Literature, History, and Latin or French. Salary £150 per annum, rising by £5 annually to a maximum of £180.

(2) JUNIOR MISTRESS. Some experience in co-education desirable. Candidates must possess a Degree, or the equivalent, in French and in English subjects, and will be expected to take part in the games. Salary £100 or £110, according to experience, rising by annual increments of £5 to £130. In making this appointment, special consideration will be given to candidates who can temporarily teach one or more of the following:—Physical Drill, Needlework, Singing.

(3) ASSISTANT MASTER. Candidates must have a good Degree in Mathematics and be able to teach some of the following subjects:—Physics, Botany, Nature Study, Geography; and will be expected to take part in the games. Salary £120 to £140, according to experience, rising by annual increments of £10 to £180.

Applications, stating age, qualifications, and experience, with copies of not more than three testimonials, should be addressed so as to reach the SECRETARY, Education Office, County Hall, Northallerton, not later than Saturday, the 30th March, 1912.

SHERBORNE GIRLS' SCHOOL.

—Wanted (1), after Easter, SCHOOL SECRETARY. Good Shorthand, Typist, experienced Accountant. (2), in September, HEAD HISTORY MISTRESS. Essentials: good Public-school experience. Honors degree or equivalent, good disciplinarian. Games and Needlework a recommendation. Salaries according to qualifications. Apply—HEAD MISTRESS.

VICE-PRINCIPAL, with a view to

succession, for a good Boarding School for Girls in the North. Candidates must be well qualified and prepared to undertake administrative responsibility. Send testimonials, stating all qualifications and particulars, to Address—No. 9, 275.*

A BROAD OR ENGLAND.—Ex-

perienced ENGLISH MISTRESS (M.A.). Mathematics, Latin, French, German, some Music, Drawing. Very highly recommended.—J. L., Hooper's, 13 Regent Street, London. Many highly qualified Teachers. List with full particulars gratis. Head Mistresses invited to make known their requirements early to secure good selection. Established 1881. Schools recommended and transferred. Expert advice gratis.

SCHOLASTIC AGENCY DE-

PARTMENT, ARMY AND NAVY AUXILIARY CO-OPERATIVE SUPPLY, LTD.—ASSISTANT MISTRESS required for School near London. Mathematics, Botany, Drawing.—GOVERNNESS for Ireland. Two Pupils (10, 15). Literature, Languages, Music, Drawing. £50.—French Protestant GOVERNESSES for Schools and Families; STUDENT-GOVERNESSES for good Schools. Mutual terms. Apply, without delay, to the AGENCY, 5 Howick Place, Westminster.

WANTED, Resident ASSISTANT

MISTRESS, Boys' Preparatory School. Good disciplinarian. State Certificates, subjects, previous experience, age, references, salary, and enclose copies of two testimonials. Address—No. 9, 280.*

RESIDENT MODERN LAN-

GUAGE MISTRESS required, after Easter, for a Private School in South Wales. French (acquired abroad), German, some English. Address—No. 9, 281.*

WANTED, MUSIC STUDENT,

who would receive first-class lessons and preparation for L.R.A.M. in return for services. Address—No. 9, 285.*

WANTED, STUDENT, to train

under first-class Kindergarten Mistress for N.F.U. Certificates. Small premium. Address—No. 9, 286.*

PLYMOUTH EDUCATION AUTHORITY.

CORPORATION GRAMMAR SCHOOL.

Applications are invited for the Post of ASSISTANT MASTER. Candidates must be Graduates of a University, and specially qualified to teach French and German. Salary, £200 per annum.

Evening work in public classes not allowed. The School consists of boys and girls (including Bursars and Student Teachers) between ten and eighteen years of age. Number on register, 267.

Application forms can be obtained from the undersigned. Canvassing is prohibited.

Last day for receiving applications, Wednesday, March 13th, 1912.

E. CHANDLER COOK,
Education Secretary.

Education Office,
Cobourg Street, Plymouth.

HOLYWELL COUNTY AND INTERMEDIATE SCHOOL FOR BOYS AND GIRLS.

Wanted, end of April, SENIOR MISTRESS to teach English up to Scholarship standard, History up to Matriculation standard, and to generally supervise the girls.

University Degree or its equivalent and experience in Secondary-school teaching after leaving College essential. The scale of salary now in force in the school is £110 per annum, rising by annual increments of £5 to £150; but, in making this appointment, the Governors will be guided by the past experience of candidates.

Applications, stating salary required, with copies of three testimonials (two dealing with teaching experience), to be delivered to the undersigned not later than the 12th March, 1912.

J. KERFOOT-ROBERTS,

Solicitor, Holywell,

Clerk to the Holywell County School Governors.

WORCESTERSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

STOURBRIDGE GIRLS' SECONDARY SCHOOL.

An ASSISTANT MISTRESS is required in the above School, to begin duty at the beginning of the Summer Term (April 16th). Preference will be given to a Graduate in Arts (or equivalent) and to a candidate who has had not less than five years' experience in a Secondary School or good Private School. Subjects (principally): Latin, English, and History. Commencing salary £100, £105, or £110 per annum (non-resident), according to qualifications and experience.

Applications (which should be made on Form 279, copies of which may be obtained from the Director of Education, 37 Foregate Street, Worcester), accompanied by copies of recent testimonials, should be forwarded without delay to the HEAD MISTRESS, Secondary School for Girls, Stourbridge.

ELY HIGH SCHOOL.—ASSIS-

TANT MISTRESS wanted, Summer Term. French (acquired abroad), elementary Latin. Experience in good School essential. Salary £100 to £120. Apply—HEAD MISTRESS, High School, Ely.

GOVERNESS (experienced) re-

quired for next term, to teach one girl, age twelve. English, good French, elementary Latin, and good Music. Apply—Mrs. S. GRAHAM BONALIK, Anglesey View, West Shore, Llandudno.

APPLICATIONS are invited for

the posts of—(1) LECTURER IN ZOOLOGY AND GEOLOGY; (2) LECTURER IN GREEK, at the Grey College, Bloemfontein, South Africa, at a salary of £400 per annum. Six copies of applications, accompanied by a similar number of copies of testimonials, must be in the hands of the HIGH COMMISSIONER FOR THE UNION OF SOUTH AFRICA, 32 Victoria Street, S.W., not later than the 9th March next.

DERBY HIGH SCHOOL.—

Wanted for next term KINDERGARTEN MISTRESS able to train Students. Apply—HEAD MISTRESS.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, *The Journal of Education* fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,

SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

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In this article, however, I wish to take one of the subordinate points in literature teaching, that of rime or verse construction; and, by a brief account of lessons given and work done by classes, to show how useful such training may be.

A course of eight lessons on Chaucer's "Prologue" had been taken with a class of pupil-teachers working for Preliminary Certificate—this as part of the wide syllabus issued by the authorities. The girls had read the text, paying only the very slightest attention to final *e*'s, and after eight lessons were firmly assured of Chaucer's being a delightful racy person. When told to write a description of the Prioress's Nun—to continue the lines,

Another Nonnè with hire haddè she
That was hire Chapelyne

—they were rather alarmed, but, among the class of sixteen, fourteen produced creditable lines. I give one description in full, and extracts from others:—

Another Nonne was with the Prioress
Who was her chapelyne, as wel I gesse,
And for hir oft hir book and cross did bear.
Ful daintily she rode as I was war
Upon hir palfrey that was white as snow.
Hir voice was ever gentil, soft and low,
And oft and swetely smilèd she withalle.
(Of hir stature she ne was nat talle,
Hir eyen weren brown, and bright did shine,
And eek her robès weren verray fine.
And al be lokèd she a fetis lady
This ilke Nonnè was a mekè mayde.

She rode o'er
The londe, to seke the holy martir's grave,
That she mighte for al time hir soule save.

Another exercise was set to girls working for the Cambridge Higher Local Literature Group. They had been studying the sections on drama in the usual history of literature text-books, and had been interested in reading "Everyman." They were requested to write a morality play.

MAN (*crying out*). Help me, Repentance, prithece give me aid.
For Evil Deeds doth make me stumble sore,
And I have little time in which to reach
The Golden Gates: I pray you come to me.
REPENTANCE. Give me your hand, we will together fight
That Evil Deeds may loose his clinging hold.
MAN. I feel it slacken: looser still it grows.
REPENTANCE. Keep close to me, and he shall leave thee quite.
MAN. 'Tis slacker yet: I hardly feel his grip.
REPENTANCE. Loose not your hold on me, and he will die.
I will not fail thee, only keep near me,
And Evil Deeds can have no power o'er thee.

An experiment was made with a fifth form in sonnet writing. The Italian form had been explained and some of Milton's sonnets read, and the class were given three-quarters of an hour and told to write sonnets then and there on any subject they liked. It was not an easy task, but a girl of fifteen produced this:—

THE SEA.

Full often have I wandered by the shore
And watched the ocean, both in calm and storm,

And seen the waves with ever-changing form
Upon the sandy beaches break and roar,
As in a cloud of flying spray they pour
Their waters on the land. And I have seen
The sea in summer, lying calm and green
And bright, looking as if it never more
Could rage, while o'er it slowly sail the ships
And when the night falls, flashing lights appear
On rocks or headlands, that the sailors guide,
And the moon rises, and her bright ray slips
Across the flood, making a pathway clear;
And silently creeps in the flowing tide.

One more instance. Two lessons were given to a third form on Ben Jonson's lyric, "The Noble Nature." The class did not know the poem, neither were they at first asked to read it; they were only told that they were going to make verse about a hard subject—Life. A short discussion followed, in which the children, with very little guiding by the teacher, came to certain conclusions and recorded them in simple class-composed sentences on the blackboard. "Though trees are the biggest plants, they are not the most beautiful. The oak tree is the oldest of plants, but it is not the most beautiful. Lilies are the most beautiful of plants, though they soon die. So people who die young may have had beautiful lives." The next and chief business was to take each of the four statements and express it in two rimed lines. After a few minutes of really hard thought, several of the children had produced passable couplets, and a vote of the class pronounced the best to be:

The largest plant that grows is a tree
Though much more lovely flowers may be.

So the work proceeded—four minutes' composition, and then a few minutes of comparing results and discriminating selection of the best. The children realized that balance was necessary, and regretfully rejected the couplet:

The berries are red on the old yew-tree,
But pure, pure white the lily be.

though they, as well as the teacher, recognized its babyish charm. The final result was:

The largest plant that grows is a tree,
Though much more lovely flowers may be.
The old, old oak does never die,
Though very fast the time does fly.
The lily is pure and white as snow,
And blooms when the summer breezes blow.
And so with Life we may think the same,
Though short, it is often filled with Fame.

Afterwards Ben Jonson's poem was read several times and discussed. The children picked out words used by him that they liked; they thought that it was nice to have two short lines—

A lily of a day
Is fairer far in May

—among the long ones; they saw that rimes could be got by altering the order of the words; and they decided that Ben Jonson's poem, though harder to understand, was prettier than theirs.

It is generally taken for granted that the teaching of English composition is the teaching to write prose. But, especially with young children, it is good to teach verse making. Poetry has always come before prose in the history of the race. Most children do write "poetry" naturally, but they are shy and do not often show their effusions, so that there is no such scope for the critical faculty as is afforded where a class makes verses and discusses them. It is not possible to make every child keen to write passable prose, but it is easy to make every child keen to write passable verse; and, an interest in verse composition once aroused, the teaching of prose composition is simplified. The development of the critical faculty resulting from these stumbling efforts to compose poems on their own account will also lead to the children's having a truer appreciation of the work of great poets. A double purpose is therefore served, and the time given to verse composition is not wasted.

J. A. JOHNSTON.

FEEDING AND BREEDING.

THE wise words of Sir James Crichton-Browne, delivered in his presidential address to the Annual Conference of L.C.C. teachers at Birkbeck College, deserve to be laid to heart by all teachers and parents. Sir James reminded his audience that for thirty years he had been preaching that feeding comes before education, and that the backwardness of certain children, the failure in brain power, or the failure to maintain the early promise of high ability, and a great deal of brain disease owe their cause to malnutrition. In his own inimitable way the chairman showed that improved cookery has more than a tendency to work out finally in better brains. Capable Frenchmen, amongst them ex-President Loubet, have been heard to declare that the destinies of France are involved in the supremacy of her cooks.

Speaking generally, it may be said of the feeding of our school children of all classes that it does not offer sufficient variety; that the dishes are not planned and combined scientifically; worst of all, children are very rarely taught to eat properly, to masticate sufficiently, and, above all things, to avoid washing down with fluid food that is insufficiently masticated. The growing custom of using foods that have been prepared and packed in tins, packets, and bottles is also one that is to be deprecated. Such foods are relatively expensive. Wheat that costs 1½d. per pound is often prepared and packed, after which the charge made for it is from 5d. to 8d. per pound. Cheap food stuffs, it may be claimed, when well and appetizingly prepared, are far more beneficial to the consumer and to the provider than expensive patented foods.

VARIETY.

With regard to variety, it may be said in general that all households, private houses, hotels, or hostels, tend to run in grooves. This would not in itself be hurtful, only that in England the grooves are largely faulty, unscientific. Take, for instance, the question of cold meat, a dish that the Continental nations manage to dispense with, especially in cold weather. Cold meat throws the eater on chutney, pickles, patent and piquant sauces; at best, beetroot soaked in vinegar. A correct diet eliminates condiments, and requires a restricted use of salt and sugar. All dietists acknowledge that biting condiments destroy and jade the palate; he who is addicted to them comes to enjoy simple foods and flavours less: demands stimulation, whetting. Any one who has tried a diet with condiments, and has afterwards abandoned them, will find an unexpected savour returning to simple foods such as bread, butter, milk. Condiments render the blood "acid" (non-alkaline), and are peculiarly apt to cause intestinal catarrh, the parent of a host of disorders, and notably of excessive thinness. It is now established that colds, coughs, and almost all bronchial affections are due to digestive troubles; the lungs are attacked only *after* the digestion has been affected.

Excellent soups can be made from combinations of lentils, haricots, rice, tapioca, barley, and all sorts of vegetables, such as onions, artichokes, carrots, celery; such soups can be made without meat or stock. Perhaps in the majority of our schools and college hostels one never sees a well made, appetizing vegetable soup. If we ask why, the reason would seem to be that cooks do not think of extending menus and Heads are busy with other matters.

There seems little doubt that as civilization advances increasing difficulty is found in the digestion of starch. For this reason it is a mistake to make half an English dinner consist of the pudding course, in which starch usually plays a very large part—a part whose utility is not increased by the extensive use of sugar, syrup, jam, and so forth. Even in winter an abundance of wholesome dried fruits, such as apples, pears, apricots, raisins, peaches, can be obtained. It is true these are now suffering from the general rise in prices; but they suffered from relative neglect even when cheap. One would imagine that prunes were only for invalids and semi-

invalids in England, instead of being an admirable dish for every one when not cooked with sugar.

At schools the breakfast might easily offer more choice by a variety of porridges, such as oatmeal, wholemeal (wheat), rice, paunade (savoury bread porridge much used in France). But it should be remembered that the great drawback to porridge is that it requires no mastication, and therefore fails to stimulate the saliva, and, by reflex action, the gastric juice. This is the real reason why porridge, soup, and all "pappy" foods do not agree with a considerable number of people. Where porridge has appeared at a meal, it should *always* be followed by hard biscuits, crisp toast, crusts, and *zwieback* in general. All these should be made of finely ground wholemeal. The miserable hair, decayed teeth, narrow jaws, and dome-shaped palate of the rising generation are very largely due to white bread, insufficiently baked and improperly masticated. Bacon is so largely cured with saltpetre and other biting and corroding preservatives that it scarcely deserves the important place assigned to it in the English breakfast. Eggs, when fresh, are an admirable food, but to retain their best and most nutritive qualities should never be boiled or fried.

The meals that most require reformation in our dietary are tea and supper. These should be thrown into one and consist largely of fish, cereals cooked with cheese, pulse cooked with vegetables, salads, and so forth. No people requires four meals a day: it is a waste of time, a cause of additional trouble, a refusal of the necessary rest to the organs of digestion. Children who need to eat more frequently than adults may be satisfied with apples, bananas, &c., at 4 p.m. Fruit is best eaten alone. Or they may have a glass of milk. Out of milk admirable bodies, strong and handsome, can be built. No tea should be served with a meal, either at breakfast or high tea. However good the tea is and however well prepared, it should not be served as a component part of any meal. The serving of tea, in order to "wash down" solid food is the prime, the gigantic error in our British dietary. To reform physique, this mistake needs to be understood and swept out.

The scientific combining of a meal is a difficult subject and one that requires a great deal of study. Research is not yet complete. There must be a sufficiency of proteid in each meal, that is, of the elementary substance found in meat, fish, poultry, eggs, cheese, milk, &c.; a sufficiency of starch, the substance in bread, cereals, tapioca, and in many vegetables such as potatoes, artichokes, carrots, and so forth. Food reformers are now laying great stress on the maleficence of wrong mixtures of food. It is practically certain that the eating of green vegetables and fruit at the same meal is a mistake and often the cause of serious digestive disturbances. Nor do fruit and starch agree well together; such a mistake as a shape of blancmange together with sour rhubarb highly sweetened is the precise reverse of a proper combination.

Here a word needs to be said about the serious and reprehensible waste of excellent vegetables in England. With the exception of cabbage and greens, whose "strong" odour is most probably due to unsuitable manuring, vegetables should always be baked, stewed, or steamed. As a rule in England, the most valuable part of the vegetables, the mineral salts, are thrown down the sink, instead of building up bodies and to a large extent correcting the "acid" tendency of the blood. No school should engage a cook who does not thoroughly understand the importance of the vegetable salts in the animal economy. The loss of these valuable substances, of first-class importance to the bones, nails, hair, teeth, is the second colossal error in the English dietary.

The third great mistake is that children are not usually taught to eat properly; when they are, their parents, pastors, and masters are often styled faddists and cranks. It may be safely said that no child will masticate properly if fluid is placed by his side when eating. He will have more than an inclination to bolt his food, and mitigate the unpleasant sensation in the œsophagus by means of the fluid. Do not tempt him, therefore. Place the fluid on the sideboard, so that he is spared an unnecessary and undesirable suggestion. Mr.

Horace Fletcher, the American dietist, has improved the digestion of thousands of people by his great dictum: "Eat less and eat it more." To teach the right way of eating is not making a child a faddist on the subject; it is simply giving him a right habit instead of a wrong one. When we eat, Nature has five digestive juices ready to pour on the food, one after the other, to extract the utmost good out of it: to build all the material into the structure. But, unless we begin by efficient mastication, pouring a flow of saliva on what we are eating, the juices will not come out to do their work; their place is usurped by the fluid we foolishly swallow at meal times. How wonderful it is that each of the digestive fluids is picked or secreted out of the blood when wanted in order to make more blood. And even more wonderful is our stupidity in not knowing the facts and acting upon them. It needs to be remembered that, as civilization advances, instinct serves us less well, and we need to rely more and more on intelligence.

C. S. B.

DIRECTORY OF EDUCATIONAL ASSOCIATIONS.

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THE object is stated only when this is not obvious from the title or not known by general repute. The following number gives the membership as far as ascertainable. Then follow the yearly subscriptions, the name of the Secretary, and office address. We owe our best thanks to Secretaries for their promptitude in correcting slips. No reply came to hand from the Societies marked *.

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- Historical Association of Scotland.**
200. 5s. Mr. William C. A. Ross, Royal High School, Edinburgh.
- Historical Society, Royal.**
£2. 2s. Mr. H. E. Malden, M.A., 7 South Square, Gray's Inn, W.C.
- Historical Teaching Fund, Advanced.**
Mr. H. R. Tedder, Athenaeum Club, Pall Mall, S.W.
- Home and Colonial School Society.**
Wood Green, N. Hon. Sec., Thos. Robertson, Esq.; Principal, Rev. D. J. Thomas, M.A.
- Home for French Governesses in England.**
Mme Bertot, Directrice, 18 Lancaster Gate, Hyde Park, W.
- Home-Reading Union, National.**
Miss Ada M. Read, 12 York Buildings, Adelphi, W.C.
- Humanitarian League.**
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- Hygiene, Incorporated Institute of.**
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- Intermediate and University Teachers [Ireland].**
Mr. P. F. Condon, 55 Haddington Road, Dublin.
- Intermediate Education Board for Ireland.**
Address—The Assistant Commissioners of Intermediate Education, 1 Hume Street, Dublin.
- International Correspondence.**
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- International Council of Women.**
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- International Guild.**
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Managed by Committee appointed by Head Masters' Conference, Incorporated Association of Head Masters, College of Preceptors, Teachers' Guild, Welsh County Schools Association, Association of Preparatory Schools, Incorporated Association of Assistant Masters, and Association of Technical Institutions. Mr. E. A. Virgo, 23 Southampton Street, Bloomsbury Square, W.C.
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- Midland Counties' Union of Educational Institutions.**
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- Music. Girls' School Music Union.**
450. 3s. 6d. Miss Cecilia Hill, Wentworth Hall, Mill Hill, N.W.
- Music Teachers' Association.**
To promote progressive ideas in Music Teaching. 500. 5s. A. J. Hadrill, Esq., 10 Gladsmuir Road, Whitehall Park, N.
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To promote and defend the principles of National Education—efficient, progressive, free, unsectarian, and under popular control. Mr. A. J. Mundella, Caxton House, Westminster, S.W.
- National League of Workers with Boys.**
10s. 6d. Mr. J. Howard Whitehouse, M.P., House of Commons.
- National Society for the Education of the Poor in the Principles of the Established Church.**
Mr. Talbot Baines, 19 Great Peter Street, Westminster, S.W.
- National Teachers' Guild (Dublin).**
Provides reliable medical attendance and dental services for members and families. Mr. C. D. MacCarthy, 5 Achill Road, Drumcondra, Ireland.
- National Teachers' Superannuation Office (Ireland).**
Superintendent, Mr. L. J. Hewby, Dublin Castle.
- National Union of Teachers.**
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- Nature Study Society.**
5s. Mr. Wilfred Mark Webb, F.L.S., Odstock, Hanwell, W.
- Needlework, &c. London Institute for the Advancement of Plain Needlework.**
To promote improved methods; holds scholars' examinations and grants diplomas. Secretary, Miss Marsh, 92 Victoria Street, Westminster, S.W.
- Non-Collegiate Teachers, The National Association of.**
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- North of England Education Conference.**
W. J. Abel, Esq., Education Office, Nottingham.
- Oxford, Association for Promoting the Education of Women in.**
Miss Rogers, Clarendon Building, Broad Street, Oxford.
- Oxford and Cambridge Schools Examination Board.**
Mr. E. J. Gross, Caius College, Cambridge.
- Oxford Home-Students, The Society of.**
A Society of Women Students (not residing in a College or Hall) which has been formally recognized by the University of Oxford. It contains over ninety students. Terminal fee, about 11s. 6d.; registration, 2s. 6d. The governing body is appointed by the Delegacy for Women Students. Chairman, Prof. Geldart, All Souls College; Hon. Sec., Miss Rogers, 39 Museum Road; Principal of the Society, Mrs. A. H. Johnson, 5 South Parks Road; Secretary to the Principal, Miss R. F. Butler, 14 Norham Gardens.
- Parents' National Educational Union.**
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- Physical Education, The Incorporated British College of.** Founded 1891.
Holds Examinations (thrice annually) for Membership, Licentiatehip, and Teachers' Drill Certificate. Mr. Frank H. Gelling, 5 & 7 Johnson Street, Notting Hill Gate, W.
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- Preparatory Schools, Association of.
445. £1. 5s. Mr. F. Ritchie, Beechview, Sevenoaks.
- Private Schools Association.
£1. 1s. Address—The Chairman of Council, Manor House School, Clapham, S.W.
- Professeurs de Français en Angleterre, Société Nationale.
350. £1. 1s. (ladies 10s. 6d.). Monsieur S. Barlet, 8A Red Lion Square, W.C.
- Protestant National Teachers' Union, Irish.
To obtain reasonable security of tenure for Protestant teachers and to assist those who are unjustly dismissed. Affiliation fee, 1s. per annum. Mr. I. M'Loughlin, Clondeboye, Belfast.
- Protestant Schools in Ireland, The Incorporated Society for Promoting.
Rev. Robert Miller, Secretary, 48 Kildare Street, Dublin.
- Pupil-Teachers' Central Classes, Federation of Teachers in.
Mr. G. M. Handley, B.A., Secondary School, Oldham.
- Pupil-Teachers' University Scholarship Committee, Drapers' Hall, E.C.
Makes grants towards University Education from funds provided by the Drapers' Company. Mr. Arthur H. Baker, B.A., 28 Cautley Avenue, Clapham Common, S.W.*
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220. 3s. Mr. H. W. Pyddoke, Oxhill, Loughton.
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Sir William Crookes, O.M., F.R.S., 21 Albemarle Street, W.
- Royal Society.
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- School Boards Association, Scottish.
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- School Board Clerks and Treasurers, Scotland, Association of.
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- School Journey Association. (Founded 1911.)
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- Schoolmasters' Association (Ireland).
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- Schoolmasters' Widows' Fund.
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- Scottish Class-Teachers' Association.
To study educational problems and advance the professional interests of its members. 9,500. 1s. Mr. Alexander Sive-wright, M.A., 97 Willowbrae Avenue, Edinburgh.
- Secondary Education Association, The, of Scotland.
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- Secondary Schools Association.
Consists of Governors, Trustees, &c., of Secondary Schools. Governing Bodies and Associates, £1; Individual Members, 10s. Mr. Ralph S. Hyams, 25 Victoria Street, Westminster, S.W.
- Secondary-school Boys' Camp.
Open to all public- and secondary-school boys. Mr. J. Howard Whitehouse, M.P., House of Commons.
- Selborne Society.
3,000. 5s. Mr. Wilfred Mark Webb, F.L.S., 42 Bloomsbury Square, W.C.
- Simplified Spelling Society.
1s. for Associate; 5s. for full membership. Mr. William Archer, 44 Great Russell Street, W.C.
- Société pour la Propagation des Langues Étrangères en France.
28 rue Serpente, Paris.
- Sociological Society.
1 guinea. Mr. S. K. Ratcliffe, 21 Buckingham Street, W.C.
- Special Inquiries and Reports, Office of.
See Board of Education Library.
- Students' Aid Society, Ltd.*
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- Sunday School Association.
Mr. Ion Pritchard, Essex Street, Strand, W.C.
- Sunday School Union.
Rev. Carey Bonner, 56 Old Bailey, E.C.
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- Teachers' Training and Registration Society.
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- Teachers' Training Association.
A Society of persons engaged in the professional training of students preparing to take a University Diploma or Certificate in Education. 80. 2s. 6d. Mr. Charles Fox, M.A., Warkworth House, Cambridge.
- Teachers' Training Syndicate.
To promote training of secondary teachers and to issue diplomas to teachers who successfully pass an examination in Theoretical and Practical Efficiency. Mr. W. G. Bell, Warkworth House, Cambridge.
- Technical Institutions, Association of.
Consists of two representatives each (usually a member of the controlling body and the principal officer), from most of the technical institutions of Great Britain. 130. £2. 2s. Mr. F. Wilkinson, Education Offices, Bolton.
- Technical Institutions, Association of Teachers in.
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Mr. T. A. W. Hill, B.Sc., Black Rock, Co. Dublin.
- The Friends' First-day School Association. (Founded 1847.)
To develop, organize, and assist Sunday schools connected with the Society of Friends and others, and to promote the cause of religious education in general. Mr. Frederic Taylor, 15 Devonshire Street, London, E.C.
- Tonic Sol-fa College (Incorporated 1875).
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- Training College Association.
2s. 6d. Mr. H. E. Griffiths, St. John's College, Battersea, S.W.
- Ulster Schoolmistresses' Association.
Miss Steele, Victoria College, Belfast.
- Universities' and Head Masters' Conference Joint Committee.
Consists of five representatives of the Hebdomadal Council of Oxford, five of the Council of the Senate of Cambridge, and five of the Committee of the Head Masters' Conference; charged with consideration of matters of joint interest to the Universities and the public schools represented on the Conference. Mr. W. A. Evans, 12 King's Bench Walk, Temple, E.C.
- University Extension.
Oxford Delegacy. Mr. J. A. R. Marriott, Examination Schools, Oxford.
- Cambridge Syndicate. Rev. D. H. S. Cranage, Syndicate Buildings, Cambridge.
- Leeds Committee. The University, Leeds.
- Manchester Committee. Mr. H. P. Turner, M.A., LL.B., Victoria University of Manchester.
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- University Extension Board, University of Liverpool. Liberty Buildings, School Lane, Liverpool.
- University Extension Guild.
250. 5s. A. P. Griffiths and A. Browne, c.o. The Registrar, University Extension Board, University of London, S.W.
- University of London Graduates' Association. (Founded 1889.)
1,500. 1s. or more. Mr. A. S. E. Ackermann, B.Sc. (Engineering), 25 Victoria Street, Westminster, S.W.

University Women Teachers, Association of (Incorporated 1910).

To protect and improve the status and to further the legitimate professional interests of University women teachers. 2,240.

5s. Miss Gruner, 59 Cambridge Street, Hyde Park, W.

Victoria League, The.

2 Millbank House, Westminster, S.W.

Welsh County Schools Association.

For head masters and head mistresses of Welsh Intermediate Schools. 100. Mr. William Lewis, County School, Llanelli.

Women Teachers, National Federation of.

To secure co-operation of all women teachers for educational purposes. To secure separate head mistresses for each girls' and infants' department. To secure better salaries for women teachers. To secure improved terms of superannuation. To secure equal pay and equal increments for men and women teachers. To secure representation of women on all education bodies. To induce women teachers to join N.U.T. Mr. Jos. B. Tate, 98 Fentham Road, Birchfields, Birmingham.

Workers' Educational Association.

1,600 societies. 6,000 members in 104 branches. Individuals 4s., societies £1. 1s. Central: Mr. Albert Mansbridge, 14 Red Lion Square, Holborn, W.C. Midland: Mr. T. W. Price, The University, Birmingham. North Western: Mr. E. J. Hookway, 32 Lord Street, Rochdale. North-Eastern: J. W. Lee, 84 Westmorland Road, Newcastle-on-Tyne. Western: Mr. W. R. Straker, 27 Morgan Street, Bristol. Welsh: Mr. J. Thomas, Penlan, Ebenezer Street, Trecynon, Aberdare.

Yorkshire Ladies' Council of Education.

Dépôt for the sale of work done by poor gentlewomen. Miss Jackson, 7 Cookridge Street, Leeds.

Yorkshire Loan Training Fund.

To assist poor gentlewomen to train themselves to earn their own living by lending them money without interest. Hon. Sec., Mrs. B. P. Scattergood, Moorside, Far Headingley, Leeds.

CORRESPONDENCE.

LATIN v. ENGLISH.

To the Editor of The Journal of Education.

SIR,—In the current *Journal of Education*, page 106, you allude to my remarks on English as she wrote, which appeared in the *Morning Post*; and you add that I have not answered my answerer. I left him unanswered, because I thought that any one who really wanted to form an opinion would have looked at my paper to see whether it did not contain the answer. But as you make me "vilipend the moderns" on the strength of one newspaper headline, I suppose that either I did not make my meaning clear, or that readers do not look to see if an answerer really answers. When you go on to ask whether I find Virgil as easy to understand as Tennyson, it is clear that there is something wrong.

What I meant to say was this. The daily papers, the magazines, and the novels are all that the modern boy, girl, man, or woman reads of his or her own accord; or at least, they so much outweigh the best books in his world that we may leave the best books out of account. So, also, I leave the best Latin and Greek books out of account. But in his Latin or Greek lesson he is practised every day in the art of saying exactly what he means. I speak now of the expressions of thought that he makes or hears in his daily lessons; whilst in his daily reading of the aforesaid documents he meets with phrases that may imply two or more things, though they mean none of them, properly speaking, or which mean what the writer does not intend to say, and he meets with a style that is clumsy, verbose, and pretentious.

The examples I took were taken out of a whole bookful, to which I now propose to add your phrase, "vilipending the moderns." I cull a few more posies—

"The weight given in the entrance examination to Scripture knowledge often approaches vanishing point."—*Board of Education Report*.

"To abandon the principle of non-intervention" (= to intervene).—*Times*.

"That such an initiative might destroy the influence of the Young Turks of the Salonica persuasion is a contingency contemplated without serious misgivings."—*Times*.

"Enemies of learning display . . . their absence of aim."—*Creighton*.

"If the bullet had not missed a vital point, the sufferer could not have survived."—*Huntingdon Local Paper*.

"Even if the disadvantages apprehended by the Commissioners are fully realized, there may be counterbalancing advantages in the extension of the facilities for tramway locomotion in the metropolis that may justify the Committee in accepting the Council's proposals, either as presented to them or with modifications."—*W. Churchill on the Park Lane Tramway*. (= Even if it be a bad thing to run a tramway through Park Lane, to run a tramway through Park Lane may be a good thing.)

My point is that English can be quite clear, but it is not; and as we cannot reform the press (if only because its pages would be reduced by a half or more at once), we may counteract it by Latin and Greek.

To return to your question about Virgil, I think he is quite easy to understand. There are very few places where the meaning is really doubtful—not more than half-a-dozen, I think; for most of the alternatives given by Conington and others are not really possible, and that fact appears if Virgil is read aloud. I do not say it is easy to express his meaning in English, naturally and briefly. But this is outside the question at issue.—Yours truly,

Perse School, Cambridge,

February 18, 1912.

[Only the best of Latin literature has survived, and we have not the materials for comparing Latin and English journaleses. Hence we are compelled to compare the classics of the two languages to determine which of the two is the better instrument for the clear expression of thought. We have no hesitation in pronouncing in favour of English. As an analytic language, what it loses in brevity it gains in clarity. To take a single instance from Virgil (Eclogue IV), only the context can determine whether *risu* means "his smile" or "their smile," and of *Jovis incrementum* there are at least four distinct interpretations. So *patris amor* may mean "a father's love" or "the father's love" or "love for a father" or "love for his or her father." As to style, though we have no *acta diurna*, we would undertake to cap Dr. Rouse's elegant extracts from what remains of Latin light literature—Apuleius, for instance, and Petronius Arbiter.—ED.]

THE TEACHERS' REGISTRATION COUNCIL.

To the Editor of The Journal of Education.

SIR,—In your "Occasional Notes" for this month the first paragraph is headed "The Registration Council Secured," and records the safe passage through the Treasury of the Teachers' Council as proposed by Sir Robert Morant in White Paper, Cd. 5726. The second paragraph is headed "A Challenge to Mr. Somerville," and calls upon me to show cause why Sir Robert Morant should be considered to be "a pioneer of progress."

I am content to let the first paragraph answer the second, if you will allow me to make a correction in the second. I have not said that representatives of the State, of Local Education Authorities, and of the teachers themselves should sit together in one Council. King, Lords, and Commons do not sit together. I said that the three guiding forces in education are the State, the Local Education Authorities, and the teachers; that the first two have means of expressing their wishes and making their influence felt; that the teachers have hitherto been unorganized and powerless as a profession; and that the man who has now been chiefly instrumental in giving to the teachers what you, Sir, rightly term their *Magna Charta*, well balanced in every part, is a true pioneer of progress.—Yours faithfully,

A. A. SOMERVILLE.

Eton, February 1912.

[If Mr. Somerville will look again at our Note, he will see that "the challenge" was to answer Miss Wallis's indictment of the White Paper.—ED.]

HOME MUSIC STUDY UNION.

To the Editor of the Journal of Education.

DEAR SIR,—We shall be much obliged if you will kindly allow us through your columns to draw attention to the work and progress of this organization. For several years its executive committee has been arranging annual courses of study suited to various classes of music lovers, amateur as well as professional. In its official organ, the *Music Student*, the Union publishes special articles dealing with these courses and emphasizing special points of interest which they contain. The Union also issues textbooks on musical history and theory and thus provides many students of music with assistance which they otherwise could not readily obtain. "Music Circles" for the study of the courses exist in many towns, and the Young People's Section (especially suitable for the purposes of schools) has been greatly developed during the last two years. There are now about forty centres connected with the Union and about nine hundred members working under its direction. Conditions of membership and all further particulars may be obtained by application to the central office, 12 York Buildings, Adelphi, London, W.C.

W. H. HADOW, President.

ARTHUR SOMERVELL

C. HARFORD LLOYD

PERCY C. BUCK

} Vice-Presidents.

January 30, 1912.

DURHAM WOMEN'S HOSTEL.

To the Editor of The Journal of Education.

SIR,—I see that I am supposed to have signed the manifesto of the Durham Women's Hostel students, which appears in this month's *Journal of Education*. I should be glad if you will contradict this in your next issue. I received the manifesto and refrained from signing it because I was in sympathy with Mr. Walton's original article, and moreover did not consider the manifesto an answer to the charge against the hostel.

It has been brought to my notice that the home student who became a hostel student this term did so for pecuniary reasons, being offered an exhibition which is in the gift of the Principal of the hostel, so it can hardly be said to be because she preferred living in the hostel to being a home student. I am also aware that in the past several have left the hostel to become home students. I may also add that all past hostel students were not given the opportunity of signing the manifesto. They might not have wished to do so, but all have equal rights on such an occasion.—Yours faithfully,

E. E. CLARKE.

36 Sydney Street, London, S.W., February 14, 1912.

SAFE NOVELS.

Among the Idolmakers. By L. P. JACKS.
(5s. net. Williams & Norgate.)

This is a comedy half-way between the "Divina Commedia" and "La Comédie Humaine" of Balzac. It begins with broad farce: a brummagem manufacturer of idols, who subscribes largely to missionary societies and other philanthropic schemes; but this is the satiric drama, placed here as the prologue, not the *envoi* to the trilogy, and the rest of the book is a Purgatorio, with interludes which remind one of Balzac, more often of Swift. The idol-maker, among his other eccentricities, fathers the mad scheme of an Oxford don, the "Reformers' Paradise," a clearing-house for great ideas, variously known as the School of the Prophets, the New Settlement, the Republic of Genius, and Dennison's Folly. Here are gathered from all quarters of the globe eccentrics, cranks, spiritualists, faith-healers, Agapemonists, Millenarians, Theosophists, Nihilists, Thugs, and other blackguards; and the director, whose brain has been unhinged by the loss of a son, ends in a madhouse. Prof. Jacks lets his fancy run riot in this Bedlam, and as he hews in traces the follies and superstitions of the day he reminds us of Don Quixote among the wineskins. The cult of the Sacred Rat is a true bit of comedy. In a lighter vein is the satire on Preparatory schools, Public Schools, and the University Pass-man. We see flesh and blood a stage travesty of "the average boy." It is a cheerful but depressing book, and only in the story of "Mary" do we find something of the idyllic vein that so enchanted us in "Mad as a Hatter."

The Ship that came Home in the Dark. By AGNES GROZIER HERBERTSON. (6s. Methuen.)
It is an old-world plot, borrowed by the Romans from Greece,

refurbished by Shakespeare in his prentice days, and the staple since of comedies and romances by the score. Here we have two girl cousins alike as peas, one of whom marries the man with whom the other is in love. The only distinguishing mark is a mole, here on the left wrist, not on the conventional right breast. To aid the confusion, the husband is blind. The wife (let us call her A.) tires of her blind husband, and elopes with a married man, leaving B, the cousin, to break the news. B. consents, but finds when she reaches the house that the husband has been run over, and is lying between life and death. The temptation to play the wife is irresistible, and after his recovery she has never the strength of mind to disillusionize him. When her confession does come it is a day too late; she has betrayed herself by singing one of A.'s songs without A.'s mistakes. When the tragedy is at its climax the *deus ex machina* appears in the shape of the penitent wife, who falls into her husband's arms and is forgiven, and B. is provided with a discarded lover, who consents to overlook the escapade. Readers who can digest the wildest improbabilities will find plenty of excitement and some racy conversation.

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The Schoolmasters Yearbook, 1912. *Yearbook Press*, 12s. 6d. net.

The Public Schools Yearbook, 1912. *Yearbook Press*, 3s. 6d. net.

Architecture.

Our Homeland Churches and How to Study Them. By Sidney Heath. *Warne*, 2s. 6d. net.

Astronomy.

The Great Star Map. By Dr. H. H. Turner, F.R.S. *Murray*, 2s. 6d. net.

Biography.

Bucks Biographies. By Margaret M. Verney. *Oxford University Press*, 2s. 6d. net.

Cardinal De Retz (1613-1679). By David Ogg. *Methuen*, 6s. net.

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Classics.

Thucydides. Book IV. Edited by A. W. Spratt, M.A. *Cambridge University Press*.

The Seven against Thebes, of Aeschylus. Rendered into English Verse by Edwyn Bevan. *Edward Arnold*, 2s. net.

Isocrates: Cyprian Orations. Edited by E. S. Forster, M.A. *Oxford University Press*, 3s. 6d.

Nouum Testamentum Latine (Wordsworth and White). Editio Minor. *Oxford University Press*, 2s. net.

An English-Greek Lexicon. By G. M. Edwards, M.A. *Cambridge University Press*, 7s. 6d. net.

Divinity.

The Second Book of the Kings. Edited by T. H. Hennessy, M.A. *Cambridge University Press*, 1s. net.

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A Shorter Geometry. By C. Godfrey, M.A., and A. W. Siddons,
M.A. *Cambridge University Press*, 2s. 6d. [The first
seventy-four pages of this book are identical with "Geometry
for Beginners," by the same Authors.]
Elements of Applied Mathematics. By Herbert E. Cobb. *Ginn*,
4s. 6d.
A New Algebra. By S. Barnard, M.A., and J. M. Child, B.A.
Vol. II. *Macmillan*, 4s.
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(Continued on page 218.)

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 A College Textbook of Physics. By Dr. Arthur L. Kimball. *G. Bell*, 10s. 6d. net.
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 Micropetrology for Beginners. By J. E. W. Rhodes, B.Sc. *Longmans*, 2s. 6d. net.
 Mineralogy. By Frank Rutley, F.G.S. Eighteenth edition. *Murby*, 2s. net.
 [This issue contains a chapter on "Field Assaying," by W. S. Laing.]
 Outlines of General Chemistry. By Wilhelm Ostwald. Translated by W. W. Taylor, M.A., D.Sc. (Third edition.) *Macmillan*, 17s. net.

Technics.

An Elementary Textbook of Coal Mining. By Robert Peel. Sixteenth edition. *Blackie*, 3s.

A SOCIAL meeting of the Teachers' Guild was held on the 15th ult. at the North London Collegiate School, by invitation of Mrs. Bryant. The object of the meeting was to make known the more recent work of the Guild—in particular, the Secondary Teachers' Provident Society, now being formed in alliance with four other associations. Mr. Garrod, the General Secretary, stated that, as proposed, the Society would form two sections, one to administer the Insurance Act and the other to receive contributions and administer the special benefits to members, such as increased allowance for sickness and pension fund. Prof. Green, Vice-Chairman of the Council, was in the chair. The musical part of the entertainment was arranged by Mrs. Garrod.



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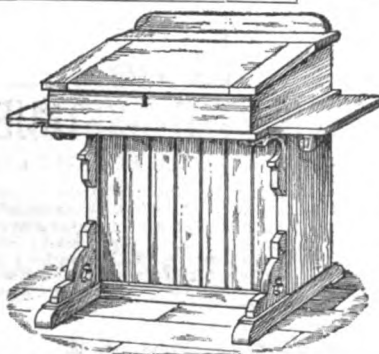
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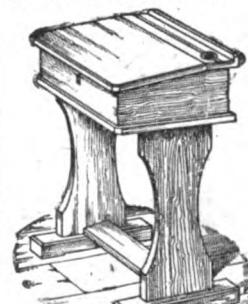
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OCCASIONAL NOTES.

THE Free Churchmen were not mollified by Mr. Asquith's letter to the Rev. F. B. Meyer promising in an Education Bill next session to redress the grievances of Nonconformists, and adopted a unanimous resolution condemning the postponement of the measure. We share the regret, but consider the delay inevitable and we strongly disapprove the Church-militarism of Dr. Clifford. Not only did he denounce "the spirit of compromise which was in the air" as a sign of weakness, but he threatened the Government with the withdrawal of Nonconformist support from many causes to which it is pledged. This, if we may borrow the language of the pulpit, is to bring the ark of the covenant into the camp.

THE Single School Areas Bill, introduced by Sir George Marks, must be looked upon as an experimental trip to see how the land lies. It has passed its second reading and has been referred to a grand committee of the House. We shall probably hear little more about it. Mr. Pease expressed mild approval of the Bill as an honest attempt to grapple with a section of an admitted grievance; but he added that the Government proposed next year to deal with the subject on a national basis. The question will naturally be asked: Why trouble about a partial solution of the problem if the whole matter is to be dealt with next year? The Standing Committee of the National Society has issued a statement that it is altogether unable to accept the measure. The Catholic Education Council have unanimously condemned the

Bill and blame the Nationalist Party for supporting it. The Bill is not even officially supported by the Nonconformist Parliamentary Committee. Under these circumstances we cannot think that Sir George Marks has much chance of success in his well meant efforts.

THE Single School Area Bill is said to affect 5,706 schools. The alleged grievances are two. In the first place, parents are compelled to send their children to schools the religious teaching of which they do not approve. Secondly, the head teachers of these 5,706 schools are partly chosen on account of their expressed willingness to teach the formularies of a certain Church. This second grievance is met in the Bill by saying that no part of the denominational teaching may be given by any teachers employed in the school. The first grievance is met by a proposed transference of the school to the Authority in one of three ways. The school house may be "transferred absolutely" or "conditionally," reserving its use on Saturdays and Sundays, or there may be a "limited transfer" between the hours of 8 and 5 on five days a week. Under either of these transfers the clergyman or other person would have the right of giving denominational teaching on two mornings a week.

IT is this condition, commonly known as "the right of entry," which causes all the trouble. It seems reasonable enough, in a small village school, provided there is a classroom, that the clergyman or his nominee should come in and give religious instruction on two mornings a week. The practical difficulty occurs when there are several ministers of religion claiming the same rights; and the larger the school the greater the difficulty. The Church of England makes this further claim that, if the right of entry is conceded in what are known as Church schools, the clergy must also have the same right of entry for the purpose of giving denominational instruction in all provided schools. No solution will meet the wishes of extreme men on either side. We think that, if sound non-doctrinal teaching is given in all schools by the teachers in those schools, the ministers of religion may be well content to teach doctrine from the pulpit and in Sunday schools. But now we must wait and see what the Government proposals will be next year.

LORD ROBERT CECIL moved the familiar vote that the salary of the President of the Board of Education should be reduced by £100; but he had very little material on which to base his attack upon Mr. Pease. The Swansea case was trotted out; but that is now a matter of ancient history, and the Board have long ago repented in such sackcloth and ashes as it is convenient for a Board to wear. Another charge, warmly supported by Sir William Anson, urged that the regulations for secondary schools had been partially administered in order to discourage a particular sort of religious teaching which the party in power disapproved. Mr. Pease had little difficulty in meeting these charges. Most of our readers will agree that, if a denominational secondary school applies for a grant of public money on the ground of supplying secondary education to the area, precedence must not be given to the doctrinal teaching of one church or sect. This view does not prevent our agreement with Lord Hugh Cecil, who said that "no cant was more con-

The
next Education
Bill.

Single School
Areas.

The Education
Estimates.

The
Right of Entry.

temptible than that of pretending that religion was not the most important part of education."

BIBLE TEACHING is at present much to the fore, and we could wish that an investigation carried out by a teachers' club could be pursued on a larger scale.

**Bible Teaching
in Elementary
Schools.**

Questions were set with the object of ascertaining the contents of children's minds, what they knew and what they thought of Scripture subjects, and these were answered by some three hundred children in London Council schools. "The favourite hero (or man) in the whole Bible" was (in order of preference) Jesus, Moses, David, Joshua. "The wickedest person" was Satan, Judas, Saul, Herod, Jezebel (Jessie Bell). "The best person" was Jesus, God, Moses, David. "Whom would you most like to meet now?" Jesus, Moses, God, Ruth (Rufi). "Who wrote the Bible or any part of it, and in what language?" was quite beyond them. "A Very High Priest in English," and "Satan and Adam in Egyptian" are typical answers. Asked the meaning of "sinners" in the text that had been learnt by heart, "Jesus came into the world to save sinners," two children answered: "What's left in the grate when the fire's out." Of the moral impression left by Bible lessons, it is difficult to judge. Thus half approved and half disapproved Jael's deed.

ONE or two inferences it is safe to draw. Theology, even the rudiments, is beyond the grasp of young children. Infant teachers dread the visits of Diocesan

**Specialist Bible
Teachers.**

Inspectors, who are shocked if mites of five cannot repeat: "I have two fathers, an earthly and a heavenly; Jesus had only one"; or tell the story of the Fall. Secondly, the syllabuses need careful revision. In one before us four Bible stories occupy a whole year for infants—i.e., 180 lessons, and some of the hymns which occupy the fifth day of each week are wholly unsuitable. But what is most impressed on us by this investigation is that of all subjects Bible-teaching most needs a specialist, and should not be indiscriminately entrusted to the class teacher.

IN the debate on the Army Estimates Sir Henry Craik, in urging the necessity for improving the pay of army officers, asserted that, under pressure from

**Army
Officers.**

the War Office, the Army Qualifying Examination Board, over which he presided for many years, had been obliged to lower the standard of their examination, with the result that men were being admitted as officers who had not reached a proper standard. This is a grave accusation, not disposed of by the official *dementi* of Colonel Seely next day. He pointed out that a considerable number of entrants to the military colleges obtained leaving certificates of a higher standard than the Army Qualifying Certificates; but he did not explain that the Universities had been induced to approve a special standard for leaving certificates "for army purposes" lower than for their own matriculation. On the whole question of the education of officers, his advisers told him, so Colonel Seely said, that they were satisfied that the standard of education of officers who passed into the army from Sandhurst and Woolwich was higher and better than it had ever been. This, however, is beside the point if it is true,

which we very much doubt. The main question, from the national standpoint, is whether the boy who—sometimes at sixteen and a half years of age—passes a simple Army Entrance Examination, or is nominated by his head master for admission to the College, and then does his year at Sandhurst and accepts His Majesty's Commission, can be pitted against the highly trained Continental officer.

MUNIFICENT gifts for the purpose of erecting a visible home for the University of London have been a long time in coming. But now the stream has begun to flow, and in its flow will undoubtedly gather force until the many hundreds of thousands required have been subscribed. An anonymous friend has offered £100,000 as a start, and the Drapers' Company offer £60,000. The trustees of the Bedford estate have offered a site for £50,000 less than its value, and the Duke of Bedford will give a personal donation of £25,000. Sir Francis Trippel, who, as the *Times* tells us, "holds an option from the Duke of Bedford for the purchase of the site, has undertaken, acting in an honorary capacity and bearing all incidental expenses, to raise £1,000,000 for the erection of such new head-quarters for London University as will be worthy of the capital of the Empire." The proposed site is the land that has recently been cleared behind the British Museum.

SUCH an article as "Our Public Schools and their Influences" in the last *Nineteenth Century* fills one with despair. It is an illogical, invertebrate, and ill informed glorification of Matthew Arnold's

Athletolatry.

"Barbarians" and a denunciation of grinding German study. That distinguished statesmen and soldiers still hold such sentiments we know too well, but what alarms us is that the editor of the *Nineteenth Century* should think that they would be relished by his readers. We will not reason, but look and pass on.

Our soldiers and sailors revel in games. Every Board school has an ample playground.

It is related of the late Lord Kelvin that, having become enamoured, he joined his college boat at Cambridge and thenceforth was able to think and talk of nothing else but the races.

There is something elevating to the character of individuals who are entrusted with the duty of making an earnest effort to serve a communal purpose.

The communal purpose is not School Missions or Cadet Corps, but cricket or football.

A STRONG Commission has been appointed to inquire into the methods of appointment and promotion in the Civil Service. The publication of extracts from the so-called "Holmes Circular,"

**Royal Commission
on the
Civil Service.**

resulting in an agitation supported by the National Union of Teachers, has brought to light a great deal of dissatisfaction with existing conditions. There are three main lines of complaint. Certain posts in the Civil Service are given to men of good education *plus* good social position: want of social position is said to be a bar to promotion into higher grades; the competitive examination system has been seriously attacked. With regard to the first two grievances we can only say that in such matters the spirit of the age rules, and that spirit is changing. With regard to competitive examinations, we are bound

to say that no suitable alternative has been suggested. We hold that there must be these examinations; but their scope may be varied as experience directs.

THE Annual Report of the Board of Education that has just been issued contains a chapter on curriculum that clearly indicates the growing enlightenment of the Board. Briefly, it is maintained that the old "bookish" education is giving way to a more reasoned view of school life, in which all the activities of the child have scope for development, both bodily and mental, both in work and in play. An attempt is made to fit the education more closely to the life and experience of the child, and to make it more suitable to his or her wants on leaving school. Hence it follows that differentiation is taking place between the education of the boy and of the girl. One feels that, if Mr. Edmond Holmes had been able to issue such a report during his tenure of office, he would have been less severe in describing "What Is." We must, however, not be misled by written reports. We welcome these utterances of the Board as indicating right tendencies, but we cannot for a moment deceive ourselves into the belief that the education given in all elementary schools is equal to the sample approved by the Board.

MRS. BRYANT (with other head mistresses) wrote to the *Times* asking teachers who are registered on Column B not to be in a hurry to claim their guineas, as such a claim may cause financial embarrassment to the new Registration Council. She also pointed out that the register remains in existence so long as the names are not withdrawn. The letter was closely followed by one from Mr. Cholmeley, writing as Hon. Sec. of the Federal Council of Secondary Schools Associations, in which an entirely opposite view is expressed. Mr. Cholmeley says that any one who leaves his guinea unclaimed may be regarded as a benefactor to the taxpayers; but that his abstinence will have no effect upon the Registration Council. He also expresses the opinion that the new Council will afford no differential treatment to those whose names appear on the old register. Our readers must take their choice between the two views; but we advise the Column B-ites to take the long deferred guinea in the hand, and not wait for the one bird in the bush.

AT a recent meeting of the Cambridge University Fabian Society, Mr. Holmes, as we learn from a report in the *Schoolmaster*, gave an interesting account of the genesis of the famous Circular. It seems that Sir James Yoxall came to him one day with a complaint about local inspectors, who, he said, were seeking to reimpose a vicious system of examination upon the schools. Mr. Holmes agreed that some of these inspectors were the products of a bad system, and he therefore asked his staff to send in reports on the inspectors of the Local Authorities, and he summarized these reports in racy language, never dreaming the document would become public. This is, we believe, the first time that Mr. Holmes has spoken in public upon this matter. He said that "detachment" was more valuable than experience, if the experience had been in one groove; but that there was no idea of patronage in his mind. His one object was to

achieve greater efficiency in the all-important subject of national education.

JUST a hundred years ago, as we are told in the *Westminster Gazette*, a Bermondsey minister named Townsend planned a school in which twelve "decayed" Congregational pastors were to teach the sons of their brother ministers. Such a statement gives us a standard whereby to measure the enormous strides that have been made in the qualifications considered necessary in a teacher. To-day the highest qualities are not thought too good to devote to the training and education of children. Caterham School, of which we are speaking, is in need of additional financial support, and the centenary of the foundation affords an opportunity for an appeal. A special outlay was incurred a few years ago by the reconstruction of the drainage system. When the trouble was discovered suddenly, the head master, like Thring in a former generation, promptly moved the whole school for the rest of the term to an hotel on the sea coast. The pluck of the head master under the circumstances deserves wide recognition.

AT a meeting of the Teachers' Training Association last month, Prof. Welton of Leeds offered some valuable advice to teachers. He urged upon us all a study of the history of education, especially because such a study prevents the narrow view that the teacher is apt to take of his functions. The besetting sin of teachers is to forget the axiomatic truth that school is but one factor in education. In the history of education "nothing stands out so clearly as do the evil results of the school losing touch with life, refusing to be influenced by the remonstrances of the outside public, and holding on in the dogmatic assurance that it alone is great and wise and good." There are many causes that tend to cut the teacher off from the general current of life, and to make him exaggerate the value and influence of school. To be on guard against the tendency is something; and we may thank Prof. Welton for his reminder.

MR. J. L. PATON, High Master of Manchester Grammar School, gave an address the other day in which he appeared to concur with the findings of the Consultative Committee on the subject of school examinations. They must, he said, obtain the co-operation of examining bodies and banish competition between them. There must be an Examination Council to control and co-ordinate the different examinations for which schools prepare their pupils. Mr. Paton thinks that all preliminary examinations should be swept away, and that there should be one examination for pupils of about the age of sixteen and another at the age of eighteen. He trusted greatly in the Board of Education, though he would not leave the matter entirely in their hands. We hear nothing so far of steps taken by the Board to carry out the recommendations of the Consultative Committee; but there can be little doubt that the times are ripe for movement in this direction.

WE make no apology for reprinting in our Supplement a translation of Coppee's "La Grève des Forgerons," which appeared in *The Journal* just five-

The Strike.

and-twenty years ago. But it may be well to add that we reproduce it because the subject is to-day uppermost in all minds, and because the poem is a brilliant example of what Mr. R. H. Hutton called semi-dramatic utterances, not as expressing our own views on the coal strike. If we were asked what in literature is the fairest presentment of the present crisis we should name Mr. Galsworthy's play "Strife." It is pleasant to note that so far this strife, though bitter, has been free from violence and riot, and that the first care of the community, masters and miners included, is that the children shall not suffer.

In a paper on Classical Teaching that appears in the March number of the *Teachers' Guild Quarterly*, Prof. G. G. Ramsay endorses a "famous saying" of the late Lord Goschen:—

**Classics
v.
Modern
Languages.**

You may take it from me that in every sentence which you translate from Greek or Latin, or into Greek or Latin, there are at least five as many intellectual operations to perform as there are in a similar performance in English, French, or German.

A critic might well object that a famous saying, however hyperbolic, should at least be clearly expressed, but we prefer to join issue on the fact. Last month we set for our Translation Prize a passage of French prose, and of the two hundred and fifty competitors not one performed successfully all the intellectual operations (two or three at most, according to Lord Goschen) that it required. Will any one maintain that to translate a passage of Greek or Latin prose into English would have required five times the amount of ability? We would further point out the exploded fallacy that underlies the argument. It is assumed that the harder the task set the more effective is the mental gymnastic. Carried to its logical conclusion, the theory would require us to be teaching in our schools epigraphy or hieroglyphics.

LOCAL AUTHORITIES.

THE Bucks County Education Committee have drawn up and

**Friendly
Advice.**

issued two Friendly Letters of Advice, one for boy "leavers" and one for girl "leavers." A copy is to be given to each child after the later medical inspection, when the child is over twelve years of age. The letters deal first with the choice of a career and suggest consultation with parents and teachers. Advice is given as to the qualities that an employer looks for, such as honesty and smartness. Especial stress is laid on the qualities of cheerfulness, kindness, and civility. We suspect that the children who receive these letters have a larger supply of these qualities than children in the middle classes: but the suggestion will do no harm. Personal cleanliness is also dealt with. It is difficult to write advice of this kind which is to be handed to all children, whatever their circumstances; but, on the whole, we think these leaflets are successful, and should prove helpful.

AN interesting example of the enterprise and push that are

**Unauthorized
Persons
in Schools.**

developed under modern economic conditions is related in the report of the Bucks Education Committee. A certain man—we refrain from quoting his name—"who is described as a qualified masseur and physical culture and health expert, has visited a number of schools without authority and endeavoured to obtain the names and addresses of children suffering from spinal curvature, round shoulders, weak hearts, and general undevelopment." The Committee draw attention to the regulation that forbids the presence of unauthorized persons on school premises during school hours; and reminds head teachers that the records of medical inspection are strictly confidential. One would not have thought that touting for

business in this way would have proved remunerative to a "physical culture expert."

FROM the Teachers' Training Department of the University College of North Wales we have received a copy of a report on the training of teachers for rural schools. The matter is one of considerable importance.

There is certainly at the present moment, as the report states, "a tendency for the urban schools to absorb too much the main strength of the teaching profession, and there is an inadequate number of rural teachers who have that interest in country life which will enable them to give their pupils a rural bias. As the result, an unconscious bias is often given to town life, which the teacher at heart prefers. This is particularly to be regretted in view of the enormous intellectual influence which a teacher in country districts can exercise, his weight with the adult population being there far greater than in towns." To put it in the language of the labour market: salaries are lower in the country, therefore on the whole the less efficient teachers are found there.

THE arguments that are said to justify lower salaries in rural districts are two: lighter work and economy of living. The report before us controverts both these arguments.

We are told that "the work of the rural head master is in reality much harder, as he has to do more actual teaching and is not supported by such capable assistants, nor, to compensate him for his present position, has he the hope of promotion to any of the highly paid posts, to which as a rule the assistant teachers from towns are preferred." Then again the report says: "the belief that this difference in salary is compensated by any cheapness of living in the country is not borne out by facts." We agree that the rural school needs teachers with at least as good qualifications as those demanded from teachers in urban schools. To ensure this, salaries must be equalized; and teachers intending to work in rural districts must have a special training based on work on the land.

It is now difficult to get teachers for rural schools who have themselves been brought up in the country. The circumstances work round in a vicious circle.

Pupils from the country are less likely to come into the town secondary schools than pupils already living in the town where the secondary school is situated. On the whole, the country children are more backward than the town children, owing to less efficient teaching, to more frequent absence from school and interruption to work, and owing to the want of intellectual stimulus in their surroundings; therefore they are less likely to gain scholarships or free places. Sometimes, when a scholarship is won, there is a difficulty in sending the child into the town. The remedy should be first to establish a separate scholarship examination for children from rural schools, and, secondly, to give such children, if they desire it, an opportunity of an education that will especially fit them to become teachers in rural day schools and in rural evening schools.

THE General Education Committee of the Wilts County Council

**Powers of
Boards
of Guardians.**

have circularized Boards of Guardians to find out if they are willing to co-operate with the Committee in giving dental treatment to children in schools. The proposal is that all the schools within the area of a Board of Guardians that is willing to co-operate should be inspected at one time; that the Care Committee should take from the log-book a list of children requiring dental treatment, and, if after two months they find that no treatment has been given, they should inquire if the neglect arises from poverty; in which case the children will be referred to the Guardians. The replies of the various Boards of Guardians to the Committee's circular are curiously varied. Some Boards are sympathetic and some not. Some say they have no power and some agree to give the treatment. Probably the Local Government will be asked to give a ruling in the matter.

THE Municipal Council of Paris have invited five hundred children

**Youthful
Ambassadors.**

from the elementary schools of London to visit Paris for the Whitsuntide holidays. The Education Committee recommend the Council to accept the invitation. The children will be carefully chosen, and they will be in the charge of a number of teachers and officials. Both before and after the visit there will be in London five hundred centres of interest in France and the French people. Such a visit will do much to remove insular narrowness and suspicion, and to encourage the spread of friendly ideas in connexion with our neighbours over the water. A few years ago the possi-

bility of such a visit would have been scouted. Before many years have past we may hope for a similar scheme in reference to Berlin.

At a meeting of the Notts Education Committee, as we learn from an account in a local newspaper, attention was drawn to the comparatively small amount of time given during the elementary school course to instruction in domestic subjects. It was pointed out that a consideration of the time-tables showed that during six years of school life a girl would have instruction in cookery for 150 hours, while she would give 320 hours to singing and 600 to composition. There is something in the contention, though we could not subscribe unreservedly to the doctrine that the number of hours given to a subject must be in ratio with its usefulness. There are many other considerations. But we are convinced that more time should be given to domestic subjects, and we are sure that nothing but the greater cost of "practical subjects" prevents them from taking a larger share of the time-table.

SCIENCE NOTES.

THOSE who realize how largely the work of Sir Joseph Thomson has contributed, not only to the advancement of knowledge, but also to the reputation of this country for producing original investigators of the highest rank, must welcome the announcement that His Majesty has conferred upon him the Order of Merit.

CAPTAIN AMUNDSEN's brilliant expedition had a triple success. He attained the South Pole on December 14, and found, as Shackleton's observations had led us to expect, that it is located in a vast plain, alike in all directions, mile after mile. In his outward journey he covered twenty-five kilometres per day, and averaged thirty-six kilometres per day on the return. For the first time a landing was made on King Edward VII Land, to the east of the Great Ice Barrier, and the party under Lieutenant Prestud made geological collections which may confirm the view that this land is continuous with South Victoria Land. The third achievement of first-rate order was the discovery of the end of Ross's Great Ice Barrier. The altitude of the Polar plain above sea level is about 10,000 feet, and the temperature on December 14 was fifty Fahrenheit degrees below freezing point.

GREAT interest is taken by children in stories of exploration, and we feel that those teachers are wise who make large use of the famous voyages of discovery in geographical teaching. A large amount of invaluable material can be obtained from recent Polar expeditions, which will give vividness to the work of the classes in physics where the phenomena of meteorology, the effects of temperature changes upon water, the distribution of magnetic curves, &c., are being considered. Nor will wise teachers neglect the powerful human interest of the heroic struggles of the men who have braved peril after peril in their ventures into the unknown. Perhaps the moral effect of such lessons is not the least valuable of their results, as the narrative of pluck and endurance needs no sermonizing. The study of the too-neglected subject of mathematical geography is especially helped by the Polar triumphs of Peary and Amundsen. How did they know when they had reached their goals? Very few, we find, know the simple answer to this question. At the Pole the sun's altitude remains practically constant for twenty-four hours. On December 15, in fine weather, Amundsen took a series of observations lasting from 6 a.m. to 7 p.m., from which the latitude $89^{\circ} 55'$ was deduced. Next day he took his men nine kilometres farther south, and four of them took observations every hour of the twenty-four. The instruments used were the sextant and artificial horizon.

BIOLOGY has been making great advances during the last twelve months, and in no department is activity more striking at present than in the study of problems of heredity. The first International Eugenics Congress is to be held at the University of London during the last week in July, and the program is provisionally arranged under the following heads:—(a) Biological Research, (b) Sociological and Historical Research, (c) Legislation and Social Customs. These, of course, are to be dealt with from their bearing upon eugenics.

Another sign of the vigorous pursuit of genetics is the founding at Cambridge of the Balfour Professorship. The new chair is associated with the memory of F. M. Balfour, the first and only holder of the Cambridge Professorship of Comparative Embryology—a science which its professor may be said to have created.

EMIGRATION to Canada, Australia, and New Zealand is proceeding as fast as steamship accommodation permits. Have any of our exponents of Nature Study tried the experiment of sowing seeds of wheat, maize, and other cereals collected from the overseas dominions? Some years ago we tried simultaneous sowing of wheat-seeds from Canada and England in damp sawdust on a window-ledge in London. The boys were much interested in thus solving the question of the cause of the quick growth of Canadian corn. Is it due to climate or to pedigree? We did not have to wait long for the answer.

As science teachers, we desire to see the study of educational theory encouraged, not only among our literary colleagues, but to an equal extent among those who are undertaking the portions of the curriculum in which we are specially interested. It would be a great mistake if the Arts degree were to be the sole approach to a diploma or degree in education, yet there is some possibility of the mistake being made. The London University has hitherto allowed bachelors of science to present themselves for the education diploma, and we would urge that this avenue be kept open. We may suggest that a history of science teaching is still to be written, and feel strongly that an adequate treatment of this important branch of pedagogy would be of much value. Perhaps some aspirant for the "Higher Diploma" might find in this task a theme not unworthy of his efforts and the imprimatur of the University?

THE TEACHING OF CHEMISTRY.

THE teaching of chemistry in schools was revolutionized some years ago by the introduction of the heuristic method. Excellent as this method undoubtedly is, it is the object of the present paper to inquire seriously if it has not, like many other innovations, been carried to such extremes as to be detrimental in many cases to the teaching of the science in a proper manner.

In the first place, the heuristic method requires that the average boy shall be able to reason in an intelligent and logical manner, and thereby to draw conclusions from his experiments which, if not the correct ones, will at least have some reasonable appearance of being so.

It will probably be conceded by most science masters that at least 50 per cent. of the boys who are just starting chemistry have no reasoning and deductive powers at all, and that of the remaining 50 per cent. two out of every three will draw any conclusion but the correct one. In fact, they hardly know, in many cases, the distinction between an observation and a deduction. If a boy heats, say, some copper and finds that thereby it increases in weight, and is asked what conclusion he would draw from his experiment, his answer will most likely be, "Well, I should say that there is an increase in weight."

In spite of this lack of reasoning power, it will nevertheless be conceded by most that no system is so effective in developing this power as the heuristic method of teaching science *when that method is properly used*.

The fatal objection to purely heuristic methods as applied to chemistry seems to be that far more time must be given to this subject than *can* be given, or even expected, by the most enthusiastic science master. Our curricula are full enough as it is, and a boy's time is so occupied that, when starting chemistry, it is not usual for a class to devote more than one and a half or two hours a week to it—plus, say, half an hour's homework.

It is here, it would seem, that a grave mistake is being made. If the method used is purely heuristic, it is an almost general practice to allow no text-book to the class, but to

make every boy make his note-book his text-book. Now it will be generally conceded that a certain amount of the time must be devoted to lectures and lecture experiments. To follow out a subject to its logical conclusion there are some experiments which cannot be done by the class. The consequence is that beginners in chemistry spend a large proportion of their limited time in getting down into their note-books a more or less verbatim report of the lecture and in sketching the lecture apparatus.

It would seem that this mistake can be remedied by allowing beginners to use a chemistry text-book drawn up on heuristic lines, but in which, nevertheless, there is a sufficient explanation of every experiment not only to enable the boy to draw conclusions, but to put him on the track of the right conclusions. A boy's note-book ought not to be, as it often is, composed partly of lecture experiments, as the result of this is simply that much valuable time is wasted out of the limited amount at his disposal. In other words, by the judicious use of a text-book far more work can be got through in the year and got through far more thoroughly than without one.

Certainly many science teachers will scout the idea that a text-book is at all necessary or even desirable. Yet even these will admit perhaps—indeed, how can they help but admit?—that the tendency for late years has been for boys to get through less and less chemistry in their first year, till in some cases the syllabus has been reduced to an absolutely ridiculous minimum.

It is a specious argument, no doubt, to say that, if they do only get through very little, yet they know that little well, or that the average marks of the class are better with the small syllabus. So they surely should be! What it means, in many cases, is that the standard of the class is being brought down to the level of the most backward boys. It is impossible, as all schoolmasters will agree, to teach some boys more than the very minimum necessary to fill up their time. It is absurd, on the other hand, to try to keep the whole class up to the best boys in it. The happy mean must somehow be struck. How can this be done?

Looking at the average first year chemistry text-book drawn up on purely heuristic principles (in which simply directions for the boy's own experiments and nothing else are given) it is often seen that the scheme chosen is one of the most uninteresting possible. Probably not much besides combustion is gone into, but the main objection is that this is gone into too fully; in fact, the boy gets wearied of Bunsen flames and candle flames. A certain amount of variety is absolutely necessary to keep up a boy's interest.

Surely of all subjects chemistry is able to furnish this variety and interest, and at the same time to cover sufficient ground to enable him, if he does decide to take up science later on, to proceed to the necessary examinations without having to spend time on his elementary chemistry that could be better employed on more advanced work.

For example, let us take quite a common first year's chemistry syllabus. Starting with chemical and physical change, we reach combustion, and there we stick for weeks, entering into such detail as the structure of the flame of a candle, of coal gas, and the Bunsen flame, the reciprocal nature of combustion, the products of combustion of the candle, and the composition of its wax. (All this would be much better understood in the second year.) We then find solution studied and we get comparatively deeply into the various conditions of solution and crystallization, solubility curves are drawn (and oh! what weird shapes they come out!), and this portion is wound up by the measurement of the angles of various crystals and showing that they have characteristic angles. Then, perhaps, the idea of elements is brought in, which idea should really have been brought in at the beginning. The above constitutes a year's work.

Such a syllabus undoubtedly brings in questions which not only cannot be settled by such experiments as the boys can perform themselves, but which are actually very involved indeed—e.g., cause of luminosity in a candle flame.

Now nothing is more certain than that a syllabus can

easily be made quite as elementary [*sic*], far more interesting and easy to grasp, and yet covering far more ground and more useful ground. But such a syllabus will require the use of a text-book, and a text-book in which not only experiments for the class are given and questions asked which will lead them right, but in which lecture experiments are given, with sketch of apparatus, and in which the full explanation and confirmation of the students' own experiments are arrived at. The sort of scheme suitable should be mainly composed of reactions typical of the analysis and synthesis of simple and well known compounds such as oxides, water, common salt, and hydrochloric acid, leading up to the action of an acid on a base and the composition of salts.

Then marble may be studied, bringing in many interesting yet simple reactions, all easy to follow. Sulphur (the element only) might come next, followed by sal-ammoniac, leading to ammonia, its composition, and then, via ammonium nitrate, proceeding to laughing gas if time permits.

The contention of this paper is that time *will* permit with three hours per week for chemistry, if a text-book is used suited to the course intended, and in which are fully set out all those lecture notes that would otherwise have to be laboriously copied out. A lecture illustrating and extending the last experiment done by the class is more easily grasped, and is far more interesting, if it does not have to be written down off the blackboard, but can be followed step by step in their books. By employing the whole, instead of about a third, of the lecture hour in this way, and by making it as chatty as is consistent with proper discipline, surprisingly good results will be obtained; and the ground covered in the year, and covered properly, will probably surprise those teachers who have hitherto used no text-book at all.

It ought to be possible for a boy who takes the Junior and Senior Locals (at an average age of, say, fourteen and fifteen respectively) to reach the required standard in chemistry as easily as he can in other subjects. Yet this is not done. He is at this age nowhere near such a standard. And this is, in great measure, due to the fact that, owing to the abuse of the heuristic method, his syllabus has been cut down to such small limits. Partly, too, no doubt, to the fact that, while he has eight hours a week at Latin, two hours a week is thought enough for chemistry.

It is quite possible for a boy of average normal ability to get up to the standard of the Higher Certificate in three, or at the outside four, years at chemistry. If he starts chemistry at thirteen, he ought easily to be up to scholarship standard by the time he is eighteen. This, however, can only be done by covering a reasonable amount of ground in the first two years, and this again cannot be done on purely heuristic lines.

A text-book covering such a syllabus as previously indicated does not cover the ground too rapidly, for it enters into nothing too deeply. The objection that many will raise is that the use of a text-book may lead to neglect of the note-book. Now, if this happens, it is the fault not of the text-book, but of the teacher himself. It is his part to see that the note-books are properly kept, and if he fails in this it is a poor excuse for banning a text-book.

It will probably be found the best plan to make the boys write up their own experiments as they go along in a rough note-book. The master should see that the account of the experiment and the conclusions therefrom are entered before the laboratory is left. The homework should consist in writing this out in the best note-books. Then at the next lecture, time which would otherwise be spent in copying out the lecture from the blackboard can be spent in amplifying such an account and in making necessary corrections.

To sum up, it is the writer's firm conviction that the heuristic method can be best employed to teach chemistry, not by itself, but in conjunction with a suitably modified form of the older method. By such a judicious combination it is his constant experience that the most ground is covered, the work is most thoroughly known, and the greatest interest

is maintained in the work. Last, and chiefest, the training in deduction is quite as thorough, if not more so, than that got by the slow, purely heuristic method.

G. F. H.

FOLK DANCING FOR SCHOOLS.

THOMAS MORLEY (1597), in his "Plaine and Easy Introduction to Practical Music" edition of 1771, says of dance music: "There is also another kind more light than this alluding to the Villanelle, rustic song-tunes, previously mentioned, which they term Ballets or daunces; and are songs which, being sung to a ditty, may likewise be danced." Further on he comes back to the mention of dances, as connected with measure in musical composition, and distinguishes "the Volte, rising and leaping, the Courant, travising and running, in which measure also our country dance is made though it be danced after another forme than any of the former. All these be made in straines, either two or three, as shall seem best to the maker; but the Courant hath twice so much in a strain as the English country-dance." Then he goes on to discriminate "other kinds of daunces (as Hornepypes, Jiggs, and infinite more)."

Morley corrects presumption in musicians, saying that he "dare boldly affirme, that looke which is hee who thinketh himselfe the best descanner of all his neighbours, injoyne him to make but a Scottish Jygge, he will grossly erre in the true nature and qualitie of it."

A wish has been expressed to gain light upon the folk dancers' ideal which has conserved this store (in England) through the ages. One can do little but contribute glimpses of the history, bursting into notice at the point where Playford publishes his book in 1650. The survivals in "The Dancing Master" from earlier days cannot be traced at present. "Trenchmore," doubtless, "Selling's Round," and "Dargason," in some form and under some name, were known, but were they written down? The current flows on darkling, as Cecil Sharp shows, for seventy years in seventeen successive editions, light thrown upon it, as it were through a window, each time it reissues from the press, until 1728, when it appeared in Three Parts (oh, how altered!), and then no more till 1911.

In 1710, "Chorography, or the Art of Teaching Country Dances," had appeared, adapted from the French of Neuillet. We suspect that meant "the Art of Inventing." "Chorography," after all, means merely writing it down. In 1744, in the Bodleian, lies a new "Country-Dance Manual," oblong quarto, with two hundred tunes, and full directions for dancing. A charming frontispiece shows the ballroom, full of boops and coat-skirts, also a musicians' gallery with "violins and German flutes"—as we suppose it existed "at Bath, Tunbridge Wells, and at Court." Among the two hundred tunes are few recognizable by name, but the directions show the dances (although the Rounds are gone) still are "Squares for Eight" as well as "Longways." "Nonesuch" is there still, and "Rakes of Mellow" represents the well known morris dance of the present revival.

Now we come in sight of a possible influence. Bath and Tunbridge Wells were health resorts. Is it possible the doctors (sensible people even then) had their say over the respective merits of different dances, as hygienic exercises? Here is a "topical" research: The mention of Tunbridge carries us back to the Stuarts, that is, if we are readers of Count Grammont's "Memoirs" (1662-4). That outspoken Frenchman came over to England soon after the Restoration, and stayed with Charles II, fell in love with Miss Hamilton, and criticized the Court Balls, or "assemblies," in the friendliest way. There the dances, says Grammont, were "not very well executed, so long as they danced only slow dances, and yet there were as good dancers and as beautiful women in

this assembly as were to be found in the whole world, but as their number was not great, they left the French and went to country dances," which, it is noticed later, were "despised" by M. Brisacier, who seems to be himself disdained by M. le Comte. The country dancers then were *not* "French," and were already at Court in 1662. Samuel Pepys says likewise; and meets John Playford, who alone could tell us all we want to know.

The medical world is not often adverted to in these memoirs; but the resort of the Queen's Court to Tunbridge gives fair occasion for description of health and natural joy, and in come the doctors! In 1663, it seems, the Court went down to Tunbridge for two months—"the place in all Europe the most rural and simple, and yet at the same time the most entertaining and agreeable." He might be describing our little Stratford-on-Avon! "The company are accommodated with lodgings in little clean and convenient habitations that lie straggling and separate from one another a mile and a half around the Wells, where they meet in the morning. . . . As soon as the evening comes every one quits his little palace to assemble upon the bowling green, where, in the open air, those who choose dance upon the turf, more soft and smooth than the finest carpet in the world."

Besides this evening frolic on the green "there was dancing every day at the Queen's apartments because the physicians recommended it, and no person thought it amiss; for even those who cared least for it chose that exercise rather than walking to digest the waters." That these were country dances is clearly shown in the next pages. Lady Muskerrey, who was kept from Court, "did not cease, in her imagination, to dance over at Summer Hill all the country dances which she thought had been danced at Tunbridge." How characteristic this is of Revival experience pupils of the new movement will readily acknowledge.

Competent opinion at the present day is agreed that even the severe morris—the men's morris—does, to the normal sound child, more good than harm. It should be danced with due care to allow pauses for rest, and (most of all important, says Dr. Maude) it should be danced in good air—either the windows wide open or out of doors. To the latter we hope to return in the coming season. And the Playford dances, as reproduced in Mr. Sharp's books, are faultless exercises, as crowds of teachers now will testify. There are, as Lord Bacon said of books, many kinds—some to be chewed, some digested, some swallowed. Of this latter kind we recommend "Jamaica" on a cold spring evening before bedtime; but it requires numbers, whereas a "Square for Four" can be danced (almost) in a front parlour. You can walk it "w.s." or you can run it "r.s."; and "sks." (or skipping step) you can, if old and stiff, ignore altogether. Still, first, on every opportunity, go and see it. The address of the English Folk Dance Society is 42 Bloomsbury Square, W.C.

C. S. S.

THE PHYSICAL TRAINING COLLEGE AT DARTFORD HEATH.—The important extensions which have taken place in the Physical Training College at Dartford Heath, under the guidance of Mme Bergman Österberg, deserve more than a word of mention. When the College, the first of its kind in England, removed from Hampstead to Dartford Heath in 1895, the building, with its beautiful grounds of 14 acres, afforded accommodation for thirty students. Within the last few years have been added a commodious gymnasium with the most recent Swedish fittings, connected with the main building by a covered way, and an extensive wing of fifty rooms, with a handsome dining hall on the ground floor. The last addition, completed only a few weeks ago, is a well equipped laboratory for chemical and biological studies, being an exact copy of the building erected for the use of the students of Girton and Newnham at the Balfour Laboratories, Cambridge. Below it is a lecture hall and study. The accommodation is now sufficient for seventy students, and so thoroughly has a correct theory of physical education penetrated the schools, that the demand for well trained teachers is constant, and the College is invariably full.

GRAMMAR AND STYLE.

By WILLIAM PLATT.

IN my schooldays grammar was still taught in the formal manner, and regarded as a subject of great importance. It was considered that correct English could not be written or spoken unless a certain number of dry grammatical rules were committed to memory; and, *vice versa*, if after a grammar lesson an error in speech were made, we were reprov'd in much the same spirit as was shown by the "Femme Savante" of Molière, who was surprised that her servant should fall down after having learnt the laws of gravitation.

The revolution which has taken place in the position held by grammar as a formal subject to-day is well illustrated by the fact that in the Joint Matriculation of the Northern Universities, the English examination is divided into two alternative papers, and may be taken either with grammar or with literature questions in place of the grammar. As an essay is rightly demanded in either case, it may not be too much to hope that at no very distant date the essay may be taken as a gauge of the candidate's ability to express himself in correct English, and some knowledge of our glorious literature may be regarded as being, without alternative, a more necessary qualification than the power, for instance, of dividing adjectives into proper, descriptive, quantitative, numeral, demonstrative, interrogative, distributive, descriptive comparative, descriptive superlative, and I know not what else.

That English is a neglected subject I should be one of the first to maintain, and to deplore. Not only have I met more than one Oxford man who has made a boast of the fact that he has but little acquaintance with the literature of his own country; I have also had the misfortune to examine papers upon a technical subject by students who had all previously passed their Intermediate, and I sent forward a special note upon the fact that too large a proportion of them could not express themselves in clear, grammatical, or properly punctuated English. To make it plain that I was not asking too high a standard on that occasion, I may add that no merchant's clerk would be allowed to express himself as badly. Therefore, if I thought that the retention of grammar as a formal subject would raise the standard of terse, clear or vigorous English, I would hold very different views from those which I wish to outline here.

My complaint against grammarians is that they have divorced grammar from style, and thereby made their subject barren. And to those who in answer would tell me that grammar and style are two quite different things, I would only retort that that is just the reason why the teaching of grammar has been in the main such a waste of valuable time. To divide adjectives into a series of classes, each class bearing a formidable Latin-English name, would seem to me under any circumstances a singularly useless proceeding; but to do so while leaving out all mention of the adjective's real stylistic value and qualities is a crying waste of opportunity. At a time when one or two slangy adjectives tend to displace all others in the vocabulary of our youths, it is surely of moment to teach the value of the right one found, and to show how much of the emotional value of the sentence depends upon it.

But not only are grammars remarkable for omitting this side as if it had no part in their subject; they are also, from long-standing habit, guilty of a treatment which hinders the young mind from grasping the realities of style, and this because their analysis is formal and never in the vital sense stylistic. In quoting a few examples to make my points clear I will use Mr. Nesfield's "Grammar," as published by Messrs. Macmillan, but let me state in advance that I am far from saying that, as grammars go, this is a bad one; in fact on the contrary my case is strengthened by the admission that I believe that on its own lines it is quite an excellent book, and, as long as our ideals of what a grammar should be remain unaltered, this one is at least as good as any other.

But let us suppose that a teacher has in him some sense of

style and an enthusiasm for good literature, and that, whilst doing his utmost to communicate some of this to his class, he is asked to teach them on the lines of Nesfield's Grammar. On page 92 he will come upon the following:—

Simple Sentence:—A simple sentence is one that has only one finite verb, expressed or understood. For example: "The merchant, having much property to sell, caused all his goods to be conveyed on camels, there being no railway in that country." In this sentence there are five different verbs . . . but only one—viz. *caused*—is finite. The sentence is therefore simple. . . .

Complex Sentence:—A complex sentence consists of a principal clause with one or more subordinate or dependent clauses. For example: "A merchant, who had much property to sell, caused all his goods to be conveyed on camels, as there was no railway in that country." The two sentences mean precisely the same thing, and both have a finite verb in common, "*caused*"; but in other respects they are very different.

And so on, and so on. Nearly two whole pages are wasted in a barren discussion upon the difference between Tweedle-dum and Tweedledee. Two sentences which are, from the one important point of view of style, equally good, equally simple, and equally complex, are made out to be "very different" on the basis of a grammatical subtlety which has absolutely no value, and with which the student's mind should certainly not be burdened. And the teacher who is striving to impart a love for simple, vigorous English will certainly be hampered if asked to teach that the word "simple" may be applied to any sentence, however involved, which has only one finite verb, while the adjective "complex" must be bestowed upon every sentence, however clear, which has a subordinate clause.

In this case, grammar is not only taking up time that would be better spent in studying what are the qualities of style, but, even worse, it is actively engaged upon classifying sentences upon a merely formal method which the stylist is bound to find deplorable.

To take another instance: On page 105 we are asked to consider Degrees of Subordination, and the following example is given:—

(1) The unfortunate man had not long lain in the cavern (*a*) before he heard a dreadful noise, (*b*) which seemed to be the roar of some wild beast.

In sentence (1) the clause "before he heard a dreadful noise" is an adverb-clause qualifying the finite verb "had lain," which occurs in the principal clause; it is therefore subordinate to the principal clause in the first degree. In the same sentence the clause "which seemed to be the roar of some wild beast" is an adjective-clause qualifying the noun "noise" . . . and is therefore subordinate to the principal clause in the second degree.

I have merely given the gist, and had not the heart to copy out the whole of the tedious and singularly worthless argument. What I do want to point out is that whereas to the grammarian (1) is the principal clause, (*a*) is subordinate and (*b*) still more subordinate, no stylist would dream of making such a purely formal distinction, and no reader of the least intelligence could fail, instinctively, to read the passage if reading aloud, in the way I am about to indicate. In actual fact, then (1), far from being the principal portion of the sentence, is merely introductory; (*a*), far from being subordinate to it, begins to introduce the real motive; while (*b*), far from being still more subordinate, provides the real climax and motive of the whole sentence.

Of course the grammarian's answer will be that he is not using the words "principal" and "subordinate" in their logical meaning, but merely as terms of grammar. That part of the sentence which bears the chief weight may thus, by grammatical jugglery, be termed doubly, or even trebly, subordinate. This is precisely what makes grammar seem so worthless in my eyes.

But one argument always remains. At the last ditch, the grammarian can always turn round and claim that, at any rate, his system of analysis does teach the student to think over his sentences. Does it? And if it does, does it teach him to think over them in any way that possesses a semblance of value? Let us turn to the book again and see if we can find in it any answer to this final question.

My copy is dated 1910, and an interesting note tells that this is the fourteenth reprint since the original edition; yet I find on page 11, among the examples, the amazing statement that "the earth goes round the sun in one day and one night"! No doubt it is good grammar, but the mere fact that this amazing statement could be reprinted, unnoticed, fourteen times, may add a little strength to a conviction long since forced upon me, which is that the writer who thinks too much about grammar will probably forget far more important things, and that both the thing which he says, and the way in which he says it, will only too assuredly suffer.

THE TEACHING OF NATURE STUDY. I.—LOCAL DIFFICULTIES.

By A. R. HORWOOD.

THE excellence of Nature study as a *method*, as distinguished from its teaching merely as a *subject*, though widely recognized, has not been grasped by the majority of schoolmasters on account of the difficulties that lie in the way of most of those who are sincerely impressed with the value of the observational method as a stepping-stone to the larger education of the young mind.

In a few words I will attempt to outline some of the more universally felt difficulties, and will suggest some remedies. The point of view I adopt, being the one on which I can speak with some knowledge and authority, is the connexion between museums and Nature-study teaching in the elementary and secondary schools. As the same difficulties do not apply to our great public schools, they are not here especially included.

First of all, some misconceptions as to the character of museums (to-day) should be cleared away. In the old days, fifty years ago, a museum was either regarded as a sort of Temple of Minerva, unapproached except by the cultured, or by cranks (of these not a few), or it was the now obsolete mausoleum or receiving hall of all the useless rubbish of the taxidermic or relic type that no one else, not even the old curiosity shop, would be bothered with. Then museums or their curators had no plan, no ideal, and consequently exhibits were uninteresting, and, as a rule, rather repelled than compelled attention.

As the root meaning of museum is study (while that of school is leisure! not so, we think, with most), so it has now been recognized that a museum can be made a means for studying abstract principles by the examination of concrete examples, and since the application of the examples to those principles is so important, so museums aim at co-ordinating material according to a certain well defined plan.

Indeed, a museum is to be regarded now as but one part of a great system of education by means of which the individual can proceed from the most primitive school to higher and higher stages until the University career, if desired, be attained. And, by the way, the technical or art school, evening school, the museum as here, can all be made use of with advantage by the boy or girl who is guided by a well defined plan to attain some object or reach some goal sketched out by an intelligent master or parent.

The school, then, should lead up to the museum and art gallery, school of art, &c. These together should be within the scope of every boy or girl, with as little restriction as possible, or call for parental outlay, commensurate with means. But responsibility and independence must not be checked by universal charity which sterilizes effort and extinguishes genius.

In most towns there is a necessity for the recognition of the subject of Nature study, or rather as a method. This would, in most cases, be facilitated by the appointment of a Nature-study lecturer, a borough or county organizer or inspector. Wherever there is a county lecturer, there is stimulus given and a greater enthusiasm and keenness for the subject. Moreover, the teachers read it up. But there is a great need for a preliminary knowledge on the part of teachers. Hardly

10 per cent. of teachers take any trouble to learn the subject or its possibilities. There is, indeed, an opportunity for systematic teaching. This present position is highly unsatisfactory. The subject is not used as it should be, moreover, as a training in the development of the powers of reasoning. Usually it is an extra. And the teaching of it is largely desultory, amateurish, often *nil*. But there is a desire for Nature knowledge—this is growing fast. During the last ten years the utilization of museums for this purpose has increased enormously.

In some cases museums have silently, as at Leicester, been undertaking to cater for schools, but no appeal has been made in numbers of cases for this help. If museums are willing (as they are) to co-operate, surely this should in itself be an impetus. Indeed, in spite of the lack of (official) encouragement given to the teaching of Nature study, many teachers have gone to extraordinary trouble and pains to advance pupils in it. And, if museums are co-operated with, they can be the means of affording the very material needed for teaching purposes.

It is necessary to extend the scope of the old science syllabus. This is now too cut and-dried for the present need. More freedom should be allowed the teacher to develop on individual lines suited to particular cases. Unless this opportunity for exhibiting initiative is given, interest is sacrificed. Then, again, the curtailment of the numbers of classes is absolutely necessary. The reduction of classes, indeed, is a national necessity, affecting all subjects. Six, not sixty, is the number that ought to be brought to a museum to profit by the visit, or six to ten at most. There is, moreover, need for detailed organization of the year's visits, subject to be taken, how it is illustrated in a museum, information which should come from the last itself. But it is seldom or never sought. As to the *modus operandi* for revision of the scheme, application could be made to the museum for information as to the sort of syllabus suited to the subject, stating available material and proposed future exhibits; and afterwards, on inquiry as to the material, illustrating special branches of subjects or topics.

Then as to circulation. If desired, a type set of objects or an index collection could be produced as a travelling museum, a method already widely adopted. As regards field-work, museums can render much assistance. Excursions to the field could be suggested in further illustration of subjects, and advice given as to spots to be visited, scenery, physical features, geological sections, botanical associations, stations, types of florula (marsh, heath, &c.).

In the present circumstances there is a risk of swamping the minds of children in conducting them in bewildering fashion through a large museum with many objects in association. A museum is indeed a mosaic, with too many facets for the small human eye, till the brain is aroused. It is better at first to deal with life histories. The value of current life cannot be overestimated. The plant-table, or the vivarium, can be a source of much educative work. Then most museums have libraries of a special nature, which are usually accessible to adults known to the staff—the teachers can use them.

Lastly, there may be reciprocal assistance by means of the furnishing of specimens, e.g., for the plant-table, or geological or other specimens by advanced students. And teachers should learn to push on and advance such students and utilize them. They may be employed in making systematic botanical and other surveys, which will lead to emulation and interest.

A word should be said as to the importance of making pot or other cultures, forming school gardens, recording observations on a map or in a calendar, and, in general, of encouraging good methods. If work is carried out on these lines, teachers can be sure of some success. But, in spite of the facilities for it that exist, it is not being done. This is because it is not officially encouraged. Can this not be remedied? Unity is strength. It is only by the formation of individual determinations in each centre to carry this out that a universal agreement can be reached. When this has been accomplished, the State ship will move, and quickly, but not till then.

JOTTINGS.

MISS LILLIAS HAMILTON, Warden of the Studley Agricultural and Horticultural College for Women, proposes to start a large co-operative farm on which qualified students of the College could be employed as forewomen and gain experience in management, the lack of which has hitherto prevented her students from obtaining higher posts. As it is, she states that for all the 37 students who left the College last summer employment has been found at initial salaries ranging from £30 to £60 a year, with a cottage. The full scheme would include the purchase of land to be let or sold in small tenures to women. There can be no doubt of the capacity of women for such occupations as market gardening, fruit growing, poultry farming, and we hope the scheme will receive public support.

In reference to the question raised in the House of Commons by Lord Wolmer, whether Mr. McKenna was a member of the Church of England, we may recall the case of Prof. Huxley. Invited to join the governing body of Eton, he declined, on the ground that he was not, as required by the statutes, a member of the Church of England. The opinion of highest legal authorities was taken, and they pronounced that any British subject who did not belong to any other denomination was in the eye of the law a member of the Church of England. Prof. Huxley's scruples were satisfied, and he consented to be nominated.

THE Incorporated Association of Assistant Masters will hold a General Meeting at Mercers' School, Holborn, on Saturday, April 6. The Chairman, Mr. S. E. Winbolt, will deliver his address at 3 p.m. Mr. G. T. Hankin will propose a resolution in support of the proposed Secondary and University Teachers' Provident Society, and a discussion of the National Insurance Act as it affects teachers will follow.

MR. PEASE's printed answer to Mr. Charles Duncan's question on the Junior Examinations of the Board of Education is not illuminative. We learn what we knew before: that as a rule only Oxford and Cambridge men are appointed; but we are not informed how many of the 37 in the tabular statement possessed "the desirable but not essential qualification, some knowledge of the

theory and practice of teaching or of the administration of some branch of education." To judge by our personal knowledge, they would be fewer than the non-University men. We have no desire to see these posts thrown open to competition, but we like still less to see them become a sort of All Souls Fellowship.

FROM an article by Mr. G. P. Gouch in the *Moral Education League Quarterly* we cull a happy dictum: "History is ethics teaching by example, and a wise warning to teachers of young children. History must begin with biography, but the teacher must beware of 'the cult of the superman,' of Carlyle's hero-worship."

IN a volume elsewhere reviewed we read that Lord Tennyson was not pleased when told that his poems were used as a textbook at Harrow: "It will make the Harrow boys hate me." We are reminded of a story that Mr. Moss, of Shrewsbury, used to tell. He announced one morning to his House at breakfast that Tennyson was dead. This sad intelligence provoked from one small boy the strange remark, "I wish it had been old Milton!" The explanation is that at Shrewsbury "Paradise Lost" was the standard book from which to set "lines."

THE University of Oxford has issued a preliminary announcement of the Sixth Biennial Vacation Course in Geography. The date is fixed for August 6-23. Each day there will be two lectures and one seminar or excursion. The number of students will be limited, and names should be sent without delay to the Vacation Course Secretary, School of Geography, Oxford. The fee for the whole course is £3. 3s.

MR. LYTTTELTON must be wishing that there were a close time for head masters. The *Humanitarian* will give him no peace till he has put a stop to the Eton beagles. In the March number it publishes a correspondence between Mr. Lyttelton and Mrs. Penn-Gaskell, in which the lady scores at least one point. Mr. Lyttelton asserted that "there is no evidence of a doe-hare being killed in an unfit condition since beagling began here." Mrs. Penn-Gaskell reminds him that in a previous correspondence he had owned up to one such case.

(Continued on page 244.)

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A CORRESPONDENT of the *Westminster Gazette* gives an instructive account of the establishment of a dental clinic for a village school in Devonshire. The chief fact to note is that from the first it has been welcomed, and in part supported, by the parents. The initial expenses were £36, and the cost of maintenance for the first six months, including dentist's fee and toothbrushes, was £34; but the promoters calculate that the work can be carried on permanently for £30 a year, or 7s. 6d. per child. We believe a Government grant of 2s. 6d. would soon make school dental clinics universal, and the sole fact that defective teeth is the commonest cause for rejection of army recruits should be a sufficient argument in its favour.

MISS MARGARET SHAXBY, formerly a student of Girton College, Cambridge, succeeds Miss Alice Zimmern as Secretary at the London Centre of the Cambridge Higher Local Examination (for men and women candidates). In 1892, Miss Shaxby took Third Class Honours in the Classical Tripos, and subsequently graduated as M.A. of Trinity College, Dublin.

THE commemoration of Miss Emily Davies's work on behalf of women during the course of fifty years was made the occasion of a pleasing little ceremony which, by Miss Davies's wish, took place privately at her own house. Miss E. E. C. Jones, of Girton College, presented to Miss Davies a cheque for 700 guineas, to be applied as she thought fit, together with a leather-bound address containing names of the 1,344 subscribers, and bearing the inscription, "E. D., 1862-1912." The fund was a very representative one, raised by the great bodies of women whose present position and power form a living and a public memorial of painful struggle and effort crowned by success. Miss Jones announced that the Council of Girton College had placed over the old front door a tablet bearing the words, "Emily Davies Court," and before the meeting broke up Miss Davies delighted her guests by showing many interesting records of her earliest work for women. Miss Davies has offered the sum of money to the Council of Girton College in the interest of the much needed extension of the East Wing.

MISS E. JOHN, M.A. London, the Second Mistress of the Tun-

bridge Wells County School for Girls, has been appointed to the Head Mistress-ship of the High School for Girls, March, Cambridgeshire.

THE quarterly meeting of the Moral Education League will be held on Friday, May 3, at 8 p.m., at the Royal Society of Arts, John Street, Adelphi, when Mr. F. J. Gould will present a scheme for the Correlation of School Subjects of Instruction. Open to the public. Discussion invited.

CAMBRIDGE CONFERENCE ON SCRIPTURE TEACHING.—This Conference will be held in the Victoria Assembly Rooms at Cambridge from April 10 to April 13, and the chair will be taken by Mr. H. Cradock-Watson, M.A., Head Master of Merchant Taylors School, Crosby, Liverpool. The Conference is open to all schoolmasters, head masters, and assistants, and to all interested in the question of Scripture teaching in our public schools, established Churchmen and Free Churchmen alike. The following have already consented to give addresses or to read papers:—The Bishop of Hull (Dr. Kempthorne); Dr. H. B. Swete, Lady Margaret Professor of Divinity; Canon Kennett, Regius Professor of Hebrew; Dr. Foakes-Jackson, of Jesus College, Cambridge; and the Head Masters of Bradfield, Plymouth College, Bishop's Stortford College, and the Friends' School, Reading. The object of the Conference is to discuss the best methods of constructive Bible teaching in secondary schools in the light of modern scholarship. The discussions will be of a practical character, and every member will have an opportunity of contributing to them. Those who wish to join the Conference should send in their names to the Secretary, Mr. N. P. Wood, 66 Hadham Road, Bishop's Stortford. To cover expenses of printing, &c., members are asked to send a registration fee of 2s. 6d., which also entitles them to receive a bibliography and other circulars issued. The meetings will be held in the mornings and evenings, leaving the afternoons free for expeditions. The first meeting will be at 8 o'clock on Wednesday evening, April 10. The dates of the Conference being in vacation, members will have no difficulty in securing lodgings in Cambridge.

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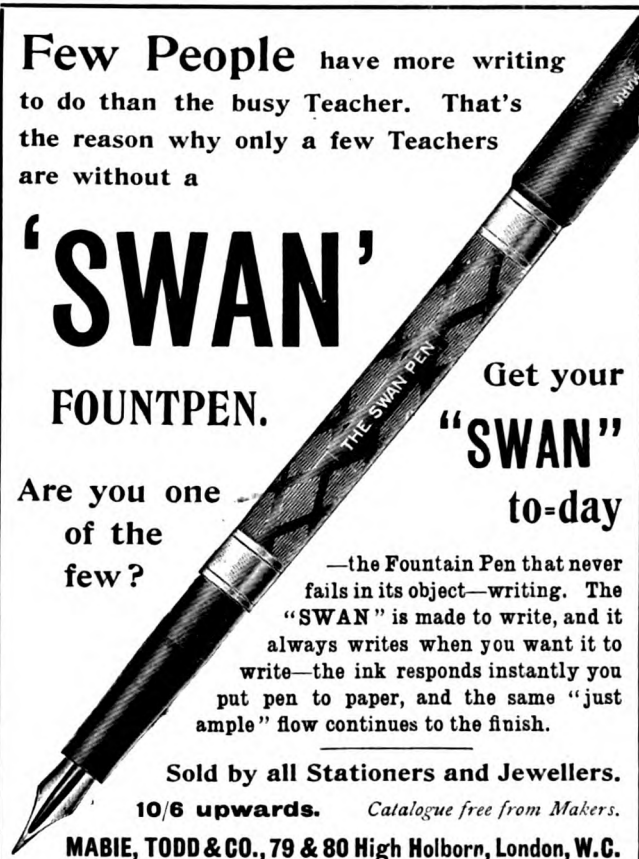
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THE ORDER IN COUNCIL.

EXACTLY four years ago to a day the Registration Council was dissolved by Order in Council, and it has taken close upon five years of "hammering" (the word is Mr. Acland's) to obtain the Order in Council authorized by Section 16 of the Education (Administrative Provisions) Act, 1907, "to constitute a Registration Council representative of the teaching profession."

To-day, as Dr. McClure said to the secondary teachers who met a week ago at the University of London, we start with a clean slate, and for our part we feel no inclination to hark back more than is necessary, or to renew our old griefs. Yet we cannot forget, as Dr. McClure also reminded us, that it is to Mr. Pease, and not to his predecessors in office, that our gratitude is due; and that the constitution of the new Registration Council, embodied in the Order in Council, is identical with that presented to the Board of Education by the Conference of Teachers who met on November 13, 1909, with the sole difference that a definite number of University representatives are appointed instead of an indefinite number to be co-opted.

Likewise the financing of the Council, which for four years was the lion in the path (the Treasury was Sir Robert Morant's Mr. Jorkins), has been disposed of in as many months; and, Dr. McClure again informs us, the financial arrangement is identical with the proposals submitted to Mr. Pease by a representative Committee of teachers. Briefly, the Treasury undertake for the three years of its existence to finance the Registration Council.

As regards its constitution, the Council is identical with that appended to the White Paper—four groups of eleven members each—Primary, Secondary, University, and Technical or Specialist teachers, with a chairman to be elected outside their own number, but in all other respects Sir Robert Morant's recommendations have been ignored. The Council will have a perfectly free hand, and will not be debarred from framing the Register by sections or compartments, or from imposing

different qualifications for each section. In fact, by the ordinance that the Council shall appoint ten Committees to represent the ten kinds of technological or specialist teachers, and shall consult their Committees before establishing the conditions of registration, it is rather implied that the Register will be framed sectionally. This, it hardly needs saying, is very different from the class distinction of Division A and Division B. No teacher in any section will be able to boast that he is greater or better than his neighbour in another.

We note, further, that this is a Registration Council, and that the forming and keeping a Register is the sole duty assigned to it. There is in the Order in Council no hint or suggestion of the "other duties or other objects" of Sir Robert Morant's Teachers' Council, which cares only for the unification of the profession, and shows "no keen interest in the Register or the purposes it might serve." Let us not be mistaken. We share to the full Dr. McClure's aspirations that the Council may some day become the mouthpiece of the profession, "a guide and an inspiration," but it must first prove its mettle by accomplishing the task that has been assigned to it by Act of Parliament, and three years is none too long a time for such a Herculean labour. It is a challenge thrown down by the State to the whole profession. The old Registration Council failed, but the task allotted to them was from the start an impossible one. They had to carry out regulations in the framing of which they had had no voice and which they had no power to amend. They had no financial aid, and, when they were dismissed at a month's notice, bankruptcy stared them in the face. The new Registration Council starts with a free hand and free from financial cares. We have confident hopes that by 1915, if not before, the Council will have framed a Register that includes every competent teacher and none but competent, and by so doing will have taken the first step towards the realization of the aim for which the Teachers' Guild was founded, "to obtain for the whole body of teachers the status and authority of a learned profession."

REVISION OF THE AUTHORIZED VERSION OF THE NEW TESTAMENT.

IT has been evident to many people for some time that some step must be taken to prevent the gradual substitution of the Revisers' "construe" for the old "English Bible" in the Church of England, and last year Canon Beeching, now Dean of Norwich, undertook the laborious and rather invidious task of obtaining signatures to a Memorial in this sense. This Memorial, influentially signed, was presented to the Archbishop of Canterbury by a small deputation on March 5 of the present year. The text of the Memorial was given in the *Times* of that date, with the full list of signatories, an imposing list containing a very large number of heads of schools and of colleges, and others engaged in education; many names of the first distinction in literature and the study of literature, besides those of editors of the chief journals, and many well known and important names in other professions. The memorial was primarily intended to represent the views of literary writers and students, it being felt that the preservation of the "English Bible" was a matter of concern quite as much to lovers of literature as to churchmen and divines, and in fact more so, since changes irreparably destructive to the translation as literature need not do any direct harm at all to doctrine.

The memorialists asked that the Archbishop would appoint a small Committee to correct the Authorized Version of the New Testament, just where correction is plainly needed and no more, so as to fit it more adequately for present-day use in public worship. Dr. Beeching, who followed Dr. Boyd Carpenter, introducer of the deputation, gave some very striking instances of the mistakes made by the Revisers, and urged that the two cardinal principles on which they worked could

not be justified: the one being always to render the Greek aorist by the English "did" instead of "have," and the other, in all cases and under all conditions, to render the same Greek word by the same English. (It would be interesting to know how they would have treated the French *aimer* on this principle.) Dr. Beeching gave as an instance of their obstinacy the alteration of the splendid phrase "The Lord God omnipotent reigneth," to the commonplace and unarrestive "The Lord God Almighty reigneth," the point being heightened by the fact that Trench had adduced this very phrase as an example of the fine ear of the old translators, and the unerring instinct shown in choosing "Omnipotent" when the mere sense would have been quite satisfied by "Almighty."

The Archbishop's reply to the Memorial was temporizing and unsatisfactory. He laid stress upon the textual question: and suggested that any revision could wait till scholars had settled the Greek text. This, however, passes by the main contention of the memorialists, who made no complaint of changes necessitated by textual improvements, but only of the innumerable alterations of the English phraseology, where no textual question is involved, and in which the change makes the language read like a painful construe instead of an ordinary English sentence. The Archbishop, however, suggested that a trial revision of a small portion of the New Testament should be undertaken privately by competent hands as a sample of what was proposed, and a letter from Dr. Beeching in the *Times* of March 9 announces that a trial revision of the Epistle to the Hebrews has been at once undertaken by two scholars, one in Greek and one in English. It must be borne in mind, however, that the important point is not the Greek but the English, and the full revision would best be done by a bi-form committee, one-half consisting of Greek scholars who considered chiefly the exact translation (the Revised Version itself would do for this purpose); the other of English scholars who treated their version merely as good or bad English, and altered it accordingly without change of sense.

A characteristic letter of Prof. Saintsbury's in the *Times* of March 9 gives his reasons for refusing to sign the Memorial, although in hearty agreement with everything there said against the Revised Version, which he indeed speaks of as "that abomination of desolation." His view is that "not the most accomplished master of style" could "patch the actual coats with his new-old stuff." In fact, he would have us either keep the Authorized Version exactly as it is, or have a whole new translation—a Twentieth Century Version. There is much to be said for this view, but it ignores the necessity of some change to secure vitality. The "English Bible" is still a great Living Power; but its livingness is with every generation slightly lessened by slow obsolescence, not only of phrase (e.g., what reader in a thousand now understands St. Paul's phrase "I know nothing by myself"?) but also of scholarship, and the question for all practical minds is: How to preserve to the "English Bible" all its literary power and traditional weight, while keeping it a "living book," not a revered monument.

In any fresh revision for this purpose the Revisers would do well to have in the room a trained parrot, or a phonograph, repeating every five minutes Lord Melbourne's phrase, "Can't you let it alone?" the danger being infinitely greater of too much change than too little. Meanwhile, we welcome such experiments as that announced by Sir Edward Clarke. If he can produce a Revision that will satisfy both the Biblical scholar and those who love the well of English undefiled he will have taken the first step towards a New Authorized Version.

CANON SWALLOW, having accepted a country living, will resign the Head Mastership of the Chigwell School at the end of the summer term. The Church's gain is our loss, and no one will be more missed at all gatherings of London teachers, both official and social.

REVIEWS AND MINOR NOTICES.

The "Poetics" of Aristotle. Translated from Greek into English and from Arabic into Latin, with a Revised Text, Introduction, Commentary, Glossary, and Onomasticon, by D. S. MARGOLIOUTH, Laudian Professor of Arabic. (10s. 6d. Hodder & Stoughton.)

The title sufficiently indicates the plan of this work. The book is somewhat tiresomely arranged. The English translation appears first (after the Introductory chapters), with a commentary at the foot of the page; then follows the Greek text, with the Editor's Latin rendering of the Arabic opposite, and critical notes at the foot; then the Glossary and Onomasticon. The matter usually sought in a commentary has to be looked for in many different parts of the book; and the inconvenience of separating the English translation from the Greek text is great. If the work is ever reprinted, we should suggest that it would be far more convenient that the Greek text and English translation should face one another, with the Latin version on the lower part of the same pages; and that the Commentary should occupy a separate portion of the book, and should include much of the material now scattered over the Introductory chapters, the Onomasticon, and the Glossary.

As we shall have to comment adversely on the work in some of its aspects, it will be best to state first the reasons which every student of the "Poetics" will find for gratitude to the Editor. In the first place, he has done what few, if any, other English scholars could have done—he has given us a complete Latin translation of the Arabic version, and a considerable amount of material for a judgment on the value of that version. It would appear that its value, as judged from the specimens which Prof. Margoliouth gave of it in his "Analecta-Orientalia" many years ago, has sometimes been over-estimated, and that, though it perhaps represents an older tradition than the principal Parisian MS. (on which the current texts are mainly based), it is not often a better guide; and that some of the supposed "confirmations" of conjectures by the Arabic are really of little worth. In the second place, Prof. Margoliouth has re-examined a great number of Greek MSS. of the work, and gives strong reasons for thinking that the existing MSS. are not all derived, directly or remotely, from the Parisian Ac, as the most distinguished recent editors have supposed. As regards Riccardianus 46 at least, his case seems to be almost conclusively made out. It is true that the use which Prof. Margoliouth makes of his material in the actual construction of his text does not always inspire confidence; and a more complete exposition of the interrelation and filiation of the various MSS. is urgently required. Until that is forthcoming, the exact valuation of the several texts cannot be made. But the evidence and suggestions which this volume contains cannot but be fruitful in inquiries and in interesting results. In the third place, the editor often calls attention to new, or at least generally neglected, material for the interpretation of particular passages; and though his guidance is sometimes that of a will-of-the-wisp, the passages upon which a truer light is shed are sufficiently numerous to render the book well worth studying. We may add that the greater part of his Commentary contains many references to the opinions of modern writers on æsthetic or dramatic questions. The writers quoted are not always of first-class value, and their views are often summarized in a form which is too brief to be clear or really accurate; but English editors of the "Poetics" have not always done as much as they might to place Aristotle's doctrines in their proper relation to modern views; and Prof. Margoliouth's contributions to this task, in spite of their defects, are often suggestive of lines upon which good work may be done.

Apart from matters of detail, which will be of interest mainly to professional scholars, the chief novelties of Prof. Margoliouth's work consist in his treatment of the "Poetics" as an esoteric work, and in his discussions of the meaning of *ἐμπειρία*. He regards the "Poetics" as a work "not intended

by its author to be understood except by members of his school, persons who accepted his system and learned his works by heart." Without the oral instruction conveyed only to the initiated, the work must be unintelligible; and apparently the clue to the meaning of a passage may be found anywhere in the Aristotelian corpus, though only the initiated know where to look for it. It is unfortunate that the Professor gives us no clear opinion as to the epoch at which the process of initiation in the Peripatetic school ceased, and at which the works of Aristotle became finally "impenetrable as the palace of Ecbatana"; and no criterion by which a modern scholar, who is necessarily outside the sacred circle, may judge when he has hit upon the right passage, the real clue, in his search for light upon difficulties. And in fact, when at the end of his discussion of this subject, Prof. Margoliouth deduces (from the theory of the esoteric character of the "Poetics") the principles upon which a modern editor must work, we are surprised to find that (apart from a slight exaggeration of statement) they are the mere commonplaces of the editorial craft as applied to any writer whatever. They are these: (1) "No interpretation is certain for which chapter and verse cannot be cited from Aristotle's works." This is simply an over-statement of the sound principle of interpreting Aristotle by Aristotle (or Homer by Homer) wherever possible—a principle which is of special force when the editor is dealing with so systematic a writer as Aristotle, but which is just as binding whether the works are "esoteric" or not. But it is an over-statement, for many passages in Aristotle really receive their interpretation from Plato and others, and no scholar regards the interpretation in these cases as uncertain. Prof. Margoliouth himself interprets Aristotle by Plato or Hippocrates, with no indication of uncertainty; and it is absurd to rule out all interpretations which do not arise directly out of other parts of the author interpreted. Facts come to us in many ways; and unless we are to assume that the whole of truth is contained in Aristotle, evidence not contained in him may be of use in showing us his meaning. (2) "No interpretation is satisfactory which fails to account for every syllable of the text." Of course not—whether the writer be esoteric or not. (3) "No interpretation is tolerable which ascribes to Aristotle propositions which are unmeaning or which conflict with common sense." Again, of course not—whether Aristotle's writings are esoteric or not. But, in fact, the evidence that the writings—at any rate the "Poetics," with which we are now concerned—are esoteric comes to nothing more than the fact that the same technical terms are used in different works, and that there is a considerable (though by no means complete) degree of interdependence and consistency between them. ("Common sense can hardly expect perfect consistency throughout the works of a long career." "The foolish and the dead alone never change their opinion"; and Aristotle was not foolish.) The statements made on page 22 are most misleading. We are told that "the 'Poetics' acknowledges itself an esoteric work." It does nothing of the kind. In the passage referred to, Aristotle merely says, "Enough has been said on this subject in my published writings." This at most means that the "Poetics" was not published when the sentence was written; not that it was never published or intended for publication, or meant only for the circle of the initiated. Again, "from the Nicomachean ethics we learn that the practice of getting philosophical treatises by heart first and afterwards becoming acquainted with their meaning was familiar to the Greeks: this, we are told, was done in the case of the poems of Empedocles." What does the Nicomachean ethics really say? That repetition of arguments does not imply understanding of them, because men who are drunk or mad or asleep may repeat, without understanding their meaning, verses of Empedocles which they have learned. The passage does not imply the practice of learning an esoteric work by heart without understanding it, but simply the possibility of not realizing the meaning of words which you repeat when you are drunk. A considerable number of the instances which Prof. Margoliouth quotes to illustrate his theory are so treated as to deprive us of all confidence in his judgment.

The worst perhaps is the rendering of τῷ γένει ἑτεροῖς (in Chapter I) by "differing in category": the passages quoted are misinterpreted or irrelevant. (In fact, in his text, Prof. Margoliouth prints the "German emendation which substitutes 'in' for 'categorically,'" though on page x he argues against it.) Other equally impossible interpretations—based on the assumption that Aristotle means the same thing by the same word in two passages drawn from wholly different contexts—are those of σύνολον and ἁρμονία; and many others are scattered up and down the book.

As regards κάθαρσις, Prof. Margoliouth most usefully refers to passages in the "Problems" (especially xxx. 1) which give the Aristotelian theory of the physical causes of certain emotions, and explain in a great measure why the metaphor of κάθαρσις came to be used by him to express the operation of tragedy. Κάθαρσις is the medical operation by which certain disorders (excess of heat or cold) in the black bile are cured; and it is such disordered conditions of the black bile that give rise to fear, madness, "enthusiasm," and other disquieting emotions. The πάθημα, which is cured by tragedy, is excessive coldness of the black bile; this excess of cold is driven out by the external cold produced by the fear aroused by tragedy, fear having a chilling effect. The cure is homœopathic. (It is so also when the bile is too hot, and is cured by exciting or heating instrumental music: such is the cure of "enthusiasm" or "madness." We need not here discuss the Professor's misinterpretation of parts of the passages in the "Problems." The general theory of homœopathic cure—κάθαρσις of internal excess of heat or cold by the application of external heat or cold—is Aristotelian and relevant.) Prof. Margoliouth does not sufficiently allow for the possibility that in the "Poetics" and the "Politics" Aristotle may yet be thinking primarily of the emotional effect, even when his metaphors are drawn from the physical, which he supposes to underlie the emotional. But he does help to explain what had long been partially obscure.

To enunciate the new or strange interpretations contained in the Commentary and Glossary would be too long a task for a review. Sometimes Prof. Margoliouth's original suggestions are brilliant and attractive: more often they are paradoxical or amusing without being convincing; sometimes the inaccuracies are palpable. The book is, in fact, not one for any but highly trained Aristotelian scholars. In the hands of young or inexperienced students it would (where it differs from other commentaries) be more often misleading than not. But for trained scholars, who will treat every reference and every suggestion critically, there is much that will be of interest and not a little that may prove illuminating. They will at any rate feel that in reading the book they have been in contact with an amazingly erudite and clever mind; and they will be able to enjoy the entertainment provided by the Professor's most erratic passages, without risk of being led away (as the inexperienced might easily be) from the paths of sound criticism.

Tennyson and his Friends. Edited by HALLAM LORD TENNYSON. (10s. net. Macmillan.)

The volume is an appendix or supplement to the "Memoir" and gathers up the few fragments that remain. We are grateful for any scrap of information which throws light on the poet's mind and art, the setting and circumstances of the poems, the books and friends that influenced him and his own literary judgments, but the field was so thoroughly explored in the two goodly volumes of 1898 that the aftermath is necessarily thin and disappointing. Of Tennyson's friends we have many biographical details, and of one, James Spedding, almost a complete biography, but the connexion of these details with Tennyson himself is of the remotest. Half the volume consists of reprints: all Tennyson's poems on his friends, "Tennyson and W. G. Ward," mainly from "Problems and Persons," by Wilfrid Ward; "Music, Tennyson and Joachim," by Sir Charles Stanford, from "Studies and Memories"; "Tennyson as a Student of Nature," by Sir Norman Lockyer; "Tennyson," by Arthur Sidgwick; an oration read in Trinity

College Chapel; "Tennyson: his Life and Work," by Sir Alfred Lyall; a review of the Memoir in the *Edinburgh Review*; "Tennyson: the Poet and the Man," by Prof. Henry Butcher, Address to the British Academy; "Arthur Henry Hallam," by Dr. John Brown, from "Horae Subsecivae"; and "Tennyson's Arthurian Poem," by Sir James Knowles, from the *Spectator*. It is a great convenience to have such scraps for oblivion rescued from Time's wallet, but the reader must not expect novelty, and he might have been credited with possessing a copy of Tennyson's poems.

The gem of the volume is "Recollections of my Early Life, by Emily, Lady Tennyson," written for her son in 1896, with the beautiful crayon drawing by G. F. Watts. No woman of our day has had so many admirers, but hitherto she has been known only *viva per ora vivum*. These few pages show such literary qualities that they make us half regret that she was content to live for and in her husband. She contrives to leave on us a kindly impression of "Aunt Betsy" in spite of needle-pricks, whippings, and even head-bangings. Here is a portrait that, if we mistake not, will often be quoted by future biographers:—

Your Aunt Emily (beloved of Arthur Hallam) had wonderful eyes—depths they seemed to have—and a fine profile. "Testa Romana," an old Italian said of her. She had more of the colouring of the South, inherited, perhaps, from a member of Mme de Maintenon's family, who married one of the Tennysons. Your father had also the same kind of colouring. All, brothers and sisters, were fair to see. Your father was kingly, masses of fine, wavy hair, very dark, with a pervading shade of gold, and long, as it was then worn. His manner was kind, simple, and dignified, with plenty of sportiveness flashing out from time to time.

Next to this, the most interesting chapter is the account of Tennyson's two brothers, Frederick and Charles, by Charles Tennyson. The elder brother was as erratic and original as W. S. Landor, with whom he has more in common than the accident that they both took up their abode at Florence. He was a good hater. He hated Society, "the high jinks of the high noses." He hated still worse republicanism, and coupled Mazzini with Nana Sahib. He hated parsons—"black men with white ties and little else white about them"—and he hated with a worse hatred all Atheists, virtual and avowed, Herbert Spencer among the number. Like Carlyle, he himself held no form of creed, except during a phase of Swedenborgianism. He was a mystic whose cult was music, and poetry his occasional diversion. Between this Ishmaelite and Charles, the gentle sonneteer, the devout Anglican, the exemplary "persoun of a toun," there is little in common save the poetic vein. "They represented the two extremes of the Tennyson temperament, the mean and perfection of which is found in Alfred."

From the remainder of the volume we might pick a number of striking *obiter dicta*, and we miss the full index which enhanced the value of the Memoir. It is the misfortune of a memorial volume contributed by friends that an editor is precluded from the use of his blue pencil, and can only add an explanatory or corrective note. We are sure, for instance, that Mr. H. G. Dakyns, had he lived, would not have left his fragmentary reminiscences in their present form—the text of Catullus with the misprints or the prose versions with the misrenderings; nor can we understand a ripe scholar's approving the Tennysonian pronunciation of "Frater ave atque vale," to our ear a false note in an otherwise perfect poem.

Themis: a Study of the Social Origin of Greek Religion.

By JANE ELLEN HARRISON. (15s. net. Cambridge University Press.)

This sequel to "Prolegomena to Study of Greek Religion" fulfils the promise of that scholarly and original work, but it still leaves us on the threshold of Greek religion as we know it in its consummate form, in the drama of Aeschylus and Sophocles, the fragments of Parmenides and the dialogues of Plato. Religion indeed, in the common sense of the word, as when we talk of the Christian religion, lies outside Miss Harrison's purview. While fully acknowledging the power

and value of the religious impulse, she holds no less strongly that as soon as this becomes crystallized in creed and dogma it ceases to be religion. "First, it is a confident statement about something unknown, and therefore practically always untrustworthy; secondly, if it were right and based on real knowledge, then its subject-matter would no longer belong to the realm of religion; it would belong to science or philosophy." To understand Miss Harrison's standpoint we must further note how profoundly her conceptions of Greek divinities have been influenced by Monsieur Bergson. As she finely remarks, it is characteristic of a work of genius that it casts a great searchlight into dark places far beyond its own immediate province. In this case it revealed to her that the primitive cults of Dionysus and Orpheus were unconscious attempts to express *la durée*, the stream of life, ever changing, yet ever one and indivisible.

Miss Harrison takes for her text the Hymn of the Kouretes recently discovered at Palaikastro on the eastern coast of Crete. The hymn, including the conjectural restorations, runs to less than a hundred words, but the whole treatise may be fairly reckoned an explanation or illustration of the text. The hymn is an invocation to Zeus, not yet the Olympian Zeus of Homer, but a youth, the lord or leader of youths, the Kouretes, his *thiasoi* or ministers. He is bidden come and join in dance and song. Then follows the etiological myth, "for the Kouretes tended thee as an infant." Last come the benefits; the earth shall give her yearly increase and Themis shall prevail.

It is no exaggeration to say that this inscription is to Greek mythologists what the Rosetta stone was to Egyptologists. It confirms what was before conjectured, and reveals to us religion in the making. We can only glance at a few of the wards that the key is shown to fit. The title emphasizes the main conclusion to which Miss Harrison's studies have led her—that primitive religion was collective, an embodiment of the instincts, emotions, and aspirations of the group, tribe, or clan, not of individual consciousness. The Kouretes are not priests or medicine-men, but the men of the tribe. Secondly, the dance is a magic rite, the essence of magic being the common desire for union with or dominion over the powers outside himself—life, death, and the forces of nature. This leads to the discussion of sacraments, of totemism, of games, and of the drama. Each of these topics has a whole literature of its own, and it would be impertinent to attempt to criticize the interpretation here offered of any one of them. We may note, however, as of special interest to our readers, Prof. Gilbert Murray's excursus on the ritual forms preserved in Greek tragedy. In opposition to Prof. Ridgeway he holds that the Greek drama, no less than the Olympic games, took its rise not in funeral celebrations at the grave of a dead hero or chieftain, but in the ritual of the Eniautios-Daimon, the periodic process of growth and decay, death and resurrection. To take a typical play, the "Bacchæ," how clearly—by help of this Röntgen ray, if only we remember that Pentheus is a double of Dionysus—how clearly we see the skeleton, or we would rather call it the scaffolding, on which the play is built. We have the whole sequence: "Agon, Pathos and Messenger, Threnos, Anagnorisis and Peripatetia, and Epiphany. The Daimon is fought against, torn in pieces, announced as dead, wept for, collected and recognized, and revealed in his new divine light." We have only one comment. We cannot believe that Euripides was consciously recasting or modernizing the old Dionysus mystery, any more than Milton was aware that Samson Agonistes may be traced back to a sun myth. Perhaps it is an unnecessary caution, but we must beware of thinking that by exploring the origins of religion we shall ever discover the essence of religion, any more than by observing the antics of the monkey-house in the Zoological Gardens we shall fathom the nature of man. Primitive religion was collective, naturalistic, partly *awe* and partly Themis, "was uns alle bündigt das Gemeine"; but it is to the individual, not the tribe, that we must trace what religion stands for to-day, to Socrates, Marcus Aurelius, and Epictetus, to Moses, Mohammed, Confucius, and the Buddha, and to a greater than they.

Across the Bridges. By ALEXANDER PATERSON.
(1s. net. Edward Arnold.)

We welcome a cheap edition of a remarkable book. That the first edition was exhausted in the first six months is a healthy sign, for there is nothing sensational about it, and it can appeal only to the reader who is genuinely interested in social problems. Since the famous "Casual" of the *Pall Mall Gazette* it has given the fashion for literary men to go slumming for a day, a week, or even a month, and elaborate their experiences of doss-houses, casual wards, and mean streets, in "middles," magazine articles, and novels, but Mr. Paterson, with no such *arrière pensée*, has lived for years across the bridges and shared the life of the Borough. Now that he has taken up another but a cognate sphere of work, he tells us quite simply what he has seen, and pointing out ways in which the life of the coming generation might be raised and humanized.

Inter alia, he has served as an elementary teacher in a country school, and we must be content to notice only this part of his work. To the staff of the L.C.C. schools he pays a high tribute:—

As a body of instructors it is a miracle of efficiency. The public-school master would pale before their task and sink beneath the handicap. But the London teacher has the great weapon of method, almost unknown to the public schools; in his training college he has mastered this technique and the theory of his work. A hundred methods are at his command to draw out the backward, to untie the knots of the confused mind, to stimulate the lagging interest of the lazy. . . . Such remarkable powers as these are not by any means exceptional. The really good teacher will be found almost in any school in London, while the average certificated man is an extraordinarily good teacher compared with his colleague in a public school.

We should like to have quoted the entire passage, but must pass on to the reverse of the medal. How comes it, Mr. Paterson asks, that in secondary schools there are *masters*, but in the elementary schools there are *teachers*? In the South of London he finds the main reason in the fact that the teacher lives far away from the school where he teaches. He can know nothing of the boy's home, and can keep up no connexion with him when once he has left school. Even in school, with classes of sixty, the boy to him can hardly be a personality; he falls into one of three divisions—the sheep, the goats, or the merinoes. For this radical defect, beyond the reduction of the numbers in a class, Mr. Paterson has no remedy to suggest; but for the creation of a public-school spirit he offers several suggestions. First and foremost comes the encouragement of games. Larger playing grounds or playing fields must be provided for all schools; boys must be taught to play, and, if we mistake not, he would have them made to play. Here we are wholly with him; but as to another proposed reform we hesitate. In a word, he would not keep the dullards at school beyond the age of twelve. He argues that by the age of ten the teacher can spot for a certainty the boys who will never make anything of book-learning, the future hewers of wood and drawers of water, and that to keep such boys up to the age of fourteen is not only a tax on the teacher but a waste of the rate-payer's money. By twelve they can be taught as much of the "three R's" as they are ever likely to know. We are entirely in favour of a separation of dull and clever children, but a more excellent way seems to us to provide manual employment, drill, &c., for the non-intellectuals. We have space only to note one more valuable suggestion. In his experience not more than half the staff of elementary schools are fitted to give religious instruction. He would therefore commit the Bible lesson to those of the staff who volunteer, doubling the numbers of the class and relieving the teacher by making half the lesson consist of silent reading.

The Dramatic Method of Teaching. By HARRIET FINLAY-JOHNSON. (3s. 6d. Nisbet.)

"In vallem Egeriae descendimus et speluncas . . ." We are here admitted to the Happy Valley so glowingly described by Mr. Holmes as a vision of "what might be." A recent contributor of ours has suggested that the picture must have

been idealized, and she would doubtless have completed our quotation from Juvenal. That is not our view. We have here a true picture, though a partial one. It is taken on a bright spring morning, and there is no hint of even a passing shower. Even at Sompting, in a mixed school of 130 scholars, there must have been naughty children and assistant mistresses who would not or could not play the game, but of disorder or punishment there is never a word, and the staff are not once mentioned. All from the very start goes without a hitch. Yet though the shades are suppressed, the book carries conviction that the gospel of happiness in childhood was preached, or rather practised, with the happiest results, and that Mr. Holmes was justified in holding up as an ideal Egeria's school.

"The Dramatic Practice of Teaching" would be a more exact title, for there is very little of methodology, and the bulk of it is an account of plays actually performed at Sompting. The wonderful thing about it is that the children did it all themselves. They were at once playwrights and actors, stage-managers, costumiers, machinists, scene-shifters, and audience. To learn how it was all done we must refer our readers to the book. It is all told with such gusto that even if they are not teachers they will enjoy the story, and teachers who have neither the power nor the will to turn their school into a stage cannot fail to gain many useful wrinkles. It does indeed tax our faith to believe that a school of eighty (infants excluded) were kept actively employed, or even passively receptive, all the while that the play was in progress. The four winds must now and again have escaped from the *speluncae* and needed the *quos ego* of an Egeria to still the storm. There comes the rub. It needs genius, and genius of a special kind, to dramatize teaching, as Miss Finlay-Johnson did, to turn work into play and play into work. Genius may fail no less than common clay—witness Pestalozzi and Tolstoy.

A Brief Course in the Teaching Process. By GEORGE DRAYTON STRAYER. (5s. 6d. Macmillan.)

Dr. Strayer is Professor of Educational Administration in Columbia University and formerly Adjunct Professor of Elementary Education. In this book he applies the first principles of pedagogics to the practical problems that face the teacher in the classroom. As a textbook for the last year in a training college we can strongly recommend it. Some adjustment of focus will be needed to fit it to the different conditions of English teachers, but there is no difficulty in interpreting "recitation," "grade," &c., nor would even Mrs. Humphry Ward object to the teacher's invariably figuring as "she." Technical terminology is carefully eschewed. Most stimulating and suggestive are the "Exercises" that follow each chapter. These are not like the barren *questionnaires* of French and German Readers, but are real riders and problems arising out of the text, and the student who could solve half of them (the whole would be far too exacting a demand) might safely be pronounced a master (we should have written a mistress) of the art of teaching. No less valuable are the specimen lesson plans and actual lessons (some recorded in shorthand) and the outlines for the study of English, Geography, History, and Arithmetic taken from the Teachers College Bureau of Publications. We could have wished for fuller extracts from Dr. C. W. Stone's "Study in the Measurement of Arithmetical Ability," without which it is difficult to understand and impossible to check Dr. Stone's elaborate tables. Our English Inspector is not given to reading pedagogic literature. R. H. Quick relates how an H.M.I. when asked whether he had read a colleague's book on Inspection answered, "No. F. has his way of inspecting and I have mine, and we shall each continue to go his own way." Even Inspectors have advanced since Quick's day, and we would commend to their notice the chapter on "The Teacher in relation to Supervision." It concerns supervisors even more than teachers. The least satisfactory chapter in the volume is that on "Moral Training," and here the American provenance of the work is a serious drawback. It is enough to note that the word "religion" does not occur. Space alone compels us to restrict ourselves to an indication of the contents, and we would gladly have dwelt on the admirable way in which the induction and the deduction lesson, preparation and questioning are dealt with. There is none of the strange jargon which mars our pleasure in reading Dr. Stanley Hall, and the only departure from English idiom that we have noticed is the use of "will" for "shall."

Thoughts on Education chosen from the Writings of Matthew Arnold. Edited by LEONARD HUXLEY. (5s. net. Smith, Elder.)

Mr. Marvin has already extracted for us the Arnoldian radium from the pitchblend of Blue books. Mr. Huxley gives a wider sense to "Education," and no less than forty-two extracts, about a sixth of the total number, are taken from the lectures "On translating Homer." Arnold suffers less than most great writers in extracts, and "the memorable phrases and stinging epigrams for the knotted cords with which to drive the money-changers from the sanctuary of the human spirit" (we are quoting from the Preface) can often be severed without much loss from the context. It would be a monstrous paradox to describe Arnold as nothing if not critical, for there is in him a high prophetic strain; but he was wholly wanting in constructive ability, and it would be a hopeless task to evolve from his writings a consistent theory of education. Most illuminative is the friendly duel between Arnold and Prof. Huxley. Huxley had challenged one of Arnold's famous phrases, that the aim of education is "to know the best that has been thought and said in the world," maintaining that physical science was of no less importance than literature. Arnold retorts that, by literature, he intends not only *belles lettres*, but all knowledge embodied in books. For instance, that a knowledge of classical literature implies a knowledge of the Greeks and Romans, their life and genius, what they were and what they did for us. There Arnold is content to leave the matter. He failed to see that books, however scientifically studied, will not satisfy the student of science, that his real school is the laboratory, not the library. Of science he himself knew nothing, and he looked on science teaching as a sop to be thrown to his three-headed Philistine dog. His gospel of culture, the message "Man shall not live by bread alone," that he preached with apostolic fervour and conviction, was more not less effective because it was one-sided, for men need not be reminded that they cannot live without bread. There is no danger of finding the Vulgate used as a Reader in the Seventh Standard, as Arnold recommended, or of relying on pupil-teachers as "the sinews of English primary instruction." There is danger that the Bible will be excluded from schools and that shorthand will be substituted for Shakespeare.

Thucydides: Book IV. Edited by A. W. SPRATT. (Price not stated. Cambridge University Press.)

Mr. Spratt, Fellow and Tutor of St. Catharine's College, Cambridge, here edits the Fourth Book of the "Histories" with the same care and niceness as he displayed in his editions of the Third and Sixth Books. His work is admirably suited for the University, nor can we say, considering the importance of a minute study of Thucydides to the learner of Greek, that the commentary is too full for a good Sixth Form. Elucidative matter has been collected by many scholars; the editor has judged discreetly what from their stores and from his own he should offer to the reader. Merely to show sympathetic interest in the book, we set down a few comments on its substance. The translations are, in general, happy; but in 10. 5, "brave show of ships" for *νῶν δεινότητος* suggests that the ships were formidable only in pretence, whereas the Greek means "from terror of the dread ships." Krüger's Greek Grammar is sometimes referred to. We do not think that it is now much used by young students. If they look at the latest edition of Kühner (Pt. i, Vol. i, p. 604), they will hesitate to accept Mr. Spratt's statement (page 146): "Attic Greek recognizes no feminine dual." In Aristophanes, "Lysistrata," 229, Mr. Rogers still keeps *τά*. But, as to grammars, the fault of some of the older editors was that they failed to understand that Thucydides used none. He puts, for example, a dative at the head of a sentence—e.g. *ὑποχωρήσας* in 10. 3—and leaves it to take care of itself. One of Shilleto's pupils amused him once by calling such a dative a "dative on speculation." So Thucydides has what we may term a "genitive in suspense"—a genitive left, as it were, "hanging," for which the reader may invent a grammatical construction if he pleases. Thus we have in 11. 4, *φυλασσομένων τῶν νῶν μὴ ξυντρίψωσιν*. It is a merit in Mr. Spratt that he does not make every Thucydidean usage fit the Procrustes' bed of some modern grammarian. He has not always sent us to what is newest. On 67. 2, *μετὰ τοῦ Δημοσθένους τοῦ ἑτέρου στρατηγοῦ*, he might have pointed out that the article is unusual when an apposition follows, and have referred us to Pfeiffauf, "Der Artikel vor Personen- und Götternamen," &c., page 25. In the difficult passage 117. 2, he seems not to have noticed that Stahl now ("Syntax," page 595) reads *τοῖς δ' ἐκ τοῦ ἴσου ἀνυπόμεινοι κινδυνεύειν εἰ καὶ κρατήσῃ*. On the form *περιστός* in 10. 1, a reference might have been given to the *American Journal of Philology*, xxviii, 4, 419 ff.

An English-Greek Lexicon. By G. M. EDWARDS. (7s. 6d. net. Cambridge University Press.)

C. D. Yonge's "English-Greek Lexicon" threatened to outlive Liddell and Scott, but it has had its day, and we may safely

prophesy will cease to be now that Mr. Edwards has provided an alternative. It was a meritorious work, but lacking in exact scholarship. Prose and verse, early and late usages were not discriminated, and many an unlucky pupil has found to his cost that Yonge's Greek prose would not pass muster. Mr. Edwards's scholarship is well up to date, and if he has a fault it is that he is too pure an Atticist. It may be a heresy, but we hold strongly that the Greek of Xenophon, of Lucian, and even of Plutarch, is quite good enough for the English schoolboy, and that to confine him to the golden age of Athens is as indefensible as it would be to demand of him Addisonian English or Louis XIV French. The introduction gives some pregnant hints on the style of the principal writers from whose works the Lexicon is compiled, with warnings against the bad Greek of Xenophon. The Prosody seems to us an excrescence. There is, perhaps wisely, no attempt to find equivalents for modern arts and sciences, discoveries and inventions, and the pupil will soon find that it is no good looking for words like "artillery," "trade-union," "strike," "chemistry." Even words for which fair equivalents might be found—"aesthetics," "political economy," "utilitarian"—are not tackled, and Attic orthodoxy excludes words like "church," "Christian," though an exception is made in favour of "christening" and "bishop."

Silvulae Academicæ. Verses and Verse Translations. By W. R. HARDIE. (7s. 6d. net. Clarendon Press.)

We are told that Greek and Latin verse composition is on its last legs and will soon cease to be set for scholarship examinations or the Classical Tripos. Monstrous as we think it that all boys, or the majority on the classical side, should be compelled to grind out logs and shorts, we still hold that for the elect they are not only an elegant accomplishment, but also a test of fine scholarship, and should be sorry to see them wholly abandoned as in Germany and America. To put it no higher, a volume of versions by H. A. J. Munro, by Jebb, and, we may add, by Prof. Hardie, gives us the same pleasure that a mathematician or a chess player finds in the solution of difficult problems. Too commonly the passages chosen are hackneyed, and the favourite metre is elegiacs. Prof. Hardie might take for his motto, "Pieridum loca nullius ante trita pede." First come two original poems in Latin hexameters on the anniversary of St. Andrews University and Buchanan's birthday, both of which Buchanan himself would have been proud to own. Large portions of Macaulay's "Horatius" and "Battle of the Lake Regillus" are done in the same metre. Here, while admiring no less the skill and mastery of the Virgilian metre, we cannot help feeling how impossible it is to turn a ballad into an epic. Far more successful is the version in hendecasyllables of Dr. John Marshall's "Ode to Burns." Composition masters might well take this as a text to show how, if the sense is fully grasped, the most intractable modernisms can be transformed into perfect Latin. We care less for the renderings from Homer. They show what is inevitable—the superiority of Greek to Latin, and it is no extravagant compliment to the translator to say that the same fact is apparent in the translation of a passage from the Pseudolus into Greek. The capping *tour de force* is the version in Horatian hexameters of an extract from Thackeray's "Book of Snobs." We note one oversight. In a poem headed "Thamesis," "old oozy Thames" is rendered "Anene pater." Is the lengthening of the last syllable in *nihil* (page 101) justifiable?

Mirabilia: a Short Collection of Modern Stories in Latin.

By CHARLES D. OLIVE. (1s. 6d. E. Arnold.)

The preface informs us that these stories were written at the suggestion of that most original of head masters, Mr. T. W. Dunn. It was a capital idea to substitute for the extracts from Caesar and Livy, "cooked" for beginners, familiar fairy stories and the like in a Latin garb. "Jack the Giant-killer," "The Wreck of the Brazenhead," "Washington and the Cherry-tree," to take three stories at random, are translated by Mr. Olive into simple but dramatic Latin. The book was written for Unseens, but will serve equally, if not better, for a reader, and may be had with or without a vocabulary. The last story of the Primrose League games seems to us pointless, and we question the latinity of "Radicales," "patriæ honori consulere," "præmium captare" (to win a prize), "canis ferox" (a fierce dog).

Direct French Course. By H. J. CHAYTOR. (1s. 6d. Clive.)

This course is specially adapted for pupils who begin French at the age of twelve or thirteen, now, thanks to the free-placers, an increasing number. The very first lesson plunges *in medias res* without introduction or comment: "Paul Dupont est un garçon," and we pass very soon from such banalities as "Monsieur Dupont n'est pas une mère." This is as it should be, and the pictures on which the lessons are founded appear again at the end of the volume, so that the pupil can be questioned on them without the text before him. The summary of accidence is a model of succinctness. Here, if anywhere, the half is greater than the whole. It

might have been well to add a few of the main rules for gender. Phonetics are, wisely we think, left wholly to the teacher.

La Foi Laïque. Par FERDINAND BUISSON. (3 f. 50 c. Hachette.)

M. F. Buisson modestly announces this volume as a *dossier*, not a book—"a book is not made of newspaper cuttings"; but the reader will not be deterred by this deprecatory note. In the collected speeches, addresses, and occasional writings of the last thirty-three years he will find not only an apology for the faith of a layman, but also a clear exposition of the first principles of national education and a refutation of the misconceptions and calumnies to which undenominationalism in France has been exposed. M. Buisson is no fanatic, and, while he would rigorously exclude the priest from national schools, he is equally opposed to his friends on the Extreme Left who would allow the schools to be made a propaganda against clericalism. In England the battle rages over the rights of the parent. It is well to hear so eloquent and so logical a defence of the rights of the child and of the State as the child's guardian. Let us quote one passage which sums up M. Buisson's creed. "L'instruction doit être laïque, parce que, si nous voulons que tout enfant acquière les connaissances que la Convention appelait déjà les connaissances nécessaires à tout homme, nous n'avons pas le droit, ni au nom de l'état, ni au nom d'une église, ni au nom de qui que ce soit enfin, d'empiéter jamais sur le domaine de cette liberté de conscience, qui est le fond même et la raison de toutes les libertés." M. Buisson looks forward to a time when it will be possible to read in the primary schools "les strophes enflammées des prophètes d'Israël et les plus belles pages de l'Evangile"; but this time, he tells us, is not yet. Fortunately, England is not like France, ranged in two opposing camps of clerics and laymen, and we hope and believe that no impending changes in our national education will see the Bible excluded from schools.

Contes d'Hier et d'Aujourd'hui. Edited by J. S. NORMAN and CHARLES ROBERT-DUMAS. (1s. 6d. G. Bell.)

The fairy stories of yesterday are familiar ones by Madame d'Aulnoy and Perrault; those of to-day are by the Professor whose name stands as joint editor. The latter have the advantage of being written for school purposes and containing no archaisms or unusual words. The questions are founded on illustrations at the top of the page and do not seem to us particularly happy, and the teacher might well be left to invent them. The materials for composition at the end of the volume are a real aid to teaching. The book may be had with or without a vocabulary. That supplied is meagre; for instance, it will not help the pupil to translate *bien fait* "handsome," or *vilain* "boor," on the first page.

Cours de Dictées. By P. C. H. SATGE. (1s. 6d. Clarendon Press.)

This small book is singular in giving more than its title promises. The first 76 of the 116 dictations are annotated and accompanied by English sentences to be turned into French. The notes in the main call attention to difficulties in pronunciation and points of grammar. We wish that Mr. Byrne, who introduces the volume, had told us exactly how it had been used at Eton. If, as we imagine must have been the case, the dictation was first read aloud by the form and the sentences translated *à voix*, it is a distinct disadvantage to have them on the same page as the text. We doubt, too, whether constant repetition of the rule with the exception is the best way of teaching genders. It would have been better to prefix a table of genders and refer to it by numbers. There is a table for pronunciation (without phonetics), and here too we should have preferred number references to notes. Otherwise the book seems to us well planned, and there is a clear advantage in passages written for the purpose over casual extracts.

"Oxford German Series."—(1) RAABE'S *Else von der Tanne*. Edited by S. J. PEASE. (2) HANS HOFMANN'S *Ivan der Schreckliche*. Edited by C. M. POOR. (3) HERRL'S *Agnes Bernauer*. Edited by C. VON KLENZE. (4) ANNETTE FRIEDLUND DROSTE-HULSHOFF'S *Die Judenbuche*. Edited by E. O. ECKELMANN. (5) KELLER'S *Zwei Novellen*. Edited by H. Z. KIP. (3s. net each vol. Frowde.)

As the series will be new to most of our readers, we describe it briefly. It is of American origin (hence a few spellings such as "pretense" and "theater"), the general editor being Dr. Julius Goebel, Professor of Germanic Languages in the University of Illinois. Vocabularies are given as well as notes, short and few in number. The editors are competent men, most of them teachers in Universities, their work is businesslike, and they seek not to indicate minute differences or to dwell on fine points of scholarship, but to supply in rough the information necessary for the understanding of the text. The grammars referred to are Curme's or Thomas's. In the study of a language it is sometimes well to examine short passages slowly and with careful analysis, at other times swift reading is desirable—for the rhythm, the spirit, the flow of thought.

It is to the latter purpose that these books are applicable, and teachers having fairly well advanced pupils might consult specimen copies. In (1) we have an interesting but mournful story. Fouqué's "Undine" is strangely summed up: "On his [Huldbrand, in our texts] proving faithless, she drowns him and herself with tears"! The vocabulary makes *Schaufel* masculine, and it wrongly explains *Schnarchhans* ("an utterer of loud threats," "a braggart") as "robber," "burglar." (2) "Iwan der Schreckliche"—it is the nickname of a mathematical master—is a complete novel, the matter of which is taken from school life. Of the hero's early failures to keep discipline it would be awkward to read in class. We observe that *Selbstbewusstsein* is rendered "self-consciousness," "self-esteem." But the German word never means "self-consciousness" in the ordinary English sense, and "self-esteem" we generally use reproachfully. *Selbstbewusstsein* is "a proper sense of one's own dignity." The text has "Ein tüchtiger Pädagoge muss ein überzeugtes Selbstbewusstsein besitzen"; the reader will see how impossible a rendering "self-consciousness" is. (3) Hebbel is too little studied in England. His tragedy "Agnes Bernauer"—its heroine "the modern Antigone"—is here offered with a good introduction. The notes, extremely slight, will at least not distract attention from the subject-matter. (4) The greatest poetess of Germany is represented in this series by her prose *Sittengemälde* "Die Judenbuche," an admirable specimen of an art analogous in some respects, as the editor points out, to Hawthorne's. (5) Gottfried Keller is for *Feinschmecker* in German literature; these two stories, "Die drei gerechten Kammmacher" and "Frau Regel Amrain und ihr Jüngster," will serve as an introduction to him. The notes contain some indispensable matter. We expand that on *kannengiessern* (page 102). As to the form, Grimm's article on the noun is headed *Kannengiesser*; Sanders records both *Kanngiesser* and *Kannengiesser*. A *Kannengiesser* is a tinsmith. The comedy (performed in 1722) of the Dane Holberg, translated into German as "Der politische Kannengiesser," had as its hero one Hermann von Bremen, who was both "Kannengiesser und Politicus," tinsmith and politician. It was Englished as "The Blue Apron Statesman," which means "the tradesman politician." But neither the piece nor its name took root here. On the other hand, in Germany the play was popular, and *Kannengiesser* got vogue. The meaning "toss-pot" lies near, and the word is now used for what we call a "pothouse politician," or, as the Germans say, *Bierbankpolitiker*.

A First German Book on the Direct Method. By G. T. UNGOED. (2s. 6d. Cambridge University Press.)

Mr. Ungood is a "whole hogger," only less thoroughgoing than Mr. Savory in admitting a German-English vocabulary. The readings are composed and arranged with great skill, so that the grammar lesson that follows only methodizes and tabulates what has been learnt in the text. This, at least, is the author's aim only partially attained. Thus, in the first sentence, we have "Was ist das?" not till the sixth lesson, *ich bin, du bist, er ist*, and we have not had the patience to hunt for *wer, was*. We are not criticizing, only stating the fact. A reader that consistently carried out the theory would be hopelessly dull. The grammatical summary at the end is brief and lucid. We wish it had been in the same type as the text, and we should ourselves have preferred it in English. Lessons I-II are reproduced in phonetic type.

(1) *Hadji Murad, and other Stories.* By Count LEO TOLSTOY. Edited by Dr. C. HAGBERG WRIGHT. (2s. net.) (2) *Hadji Mourad, et autres Contes.* Par LÉON TOLSTOÏ. Traduits par J. W. BIENSTOCK. (Collection Nelson, 1s. net. Nelson.)

The present reviewer does not know Russian, and cannot pronounce which is the better translation, the English or the French. As far as style is concerned, both are unexceptionable; but he cannot help remarking that it would be impossible for a botanist to identify the wild flowers enumerated on the first page. Was the flower that gives, as it were, the key to the first story a thistle or a burdock? The English translator of the title story is Mr. Aylmer Maude, and his name, with that of the general editor, is sufficient guarantee for fidelity. The stories in the two volumes are the same, but, as a make-weight to Mr. Maude's Preface, we have in the French an additional story, "Quels sont les Assassins?" Why should the French, the format of which we prefer, be half the price of the English?

The Empires of the Old World to the Fall of Rome.

By M. BRANSTON. (3s. 6d. net. Blackie.)

To give in 300 pages a history of the world, from the beginning of things down to the Fall of the Western Empire, is a bold enterprise, but the need of such an outline will be generally acknowledged, and the severest critics who pronounce Mr. Branston's "History" a failure will be grateful to him for providing a stop-gap. We have no desire to see Universal History included in the curriculum of secondary schools, as in Germany, but we agree with

the author that a knowledge of the outlines should be a recognized part of a liberal education, and the present sketch is "a framework, not a textbook for examinations." The history of Egypt and Babylonia, in the light of the latest researches, is well condensed in the first fifty pages. We are less satisfied with the primitive history of Greece and Rome. Had Mr. Branston read Miss Harrison's "Themis," reviewed on another page, we think he would have treated differently the mythology; not, for instance, have written, "Like other ancient nations (*sic*) we can trace behind all their gods and goddesses the sense of a Great God of the Sky, Maker of all things and Father of men," or been content with a list of the Latin names for Greek divinities as a sufficient account of Roman religion. The "History" is written professedly from the Christian standpoint, but there is nothing in it that could offend any sect of Christendom, not even those Christians who reject the miraculous element. Thus it is recognized that the Bible story of the Flood is in its origin Babylonian. It should have been stated that the dates of the Gospels are still *sub judice*, nor should the martyrdom of St. Paul be recounted as a historical fact no less certain than the murder of Julius Caesar; but as we said, such instances of theological bias are exceptional. The value of the volume is doubled by the numerous well chosen illustrations and the full chronological charts at the end.

Life in Shakespeare's England. By J. D. WILSON. (3s. 6d. net. Cambridge University Press.)

Without sharing George III's opinion that Shakespeare was much overrated, we may safely affirm that he is an over-written man, and the reviewer has just cause to look askance at any book with Shakespeare on the title page. All the more we welcome as an exception this latest volume of the Cambridge Anthologies, not an attempt to frame a Life of Shakespeare from the few fossil fragments that have survived, but a presentment of English life in Shakespeare's day drawn entirely from contemporary literature. It is something to have a genuine background to the central figure, to be able to visualize, not Shakespeare himself, but Sir Hugh Evans as William, Colin as Jacques, Falstaff as Master Hallow, Autolycus and Perdita with Shakespeare's eyes. Merely as a picture of social England in the sixteenth century the volume is well worth study. We have read it through and can vouch that there is not a dull page. We are grateful to the Editor not only for his selection of extracts, but for modernizing the spelling and punctuation.

Public Schools at a Glance. A Guide for Parents and Guardians in selecting a Public School for their Boys. (2s. Knowledge Organization Bureau.)

We fail to discover the *raison d'être* of this pamphlet. It gives only what is better and more fully given in more than one of the Annuals. However, the Preface shall speak for itself. "When Money looks for Opportunity, the K.O.B. can come to the assistance of parents. Specimen bureaux are shown in which schools can be graded under their intellectual and economic aspects . . . Having got the data together in convenient form, it is possible by means of one of our bureaux to grade the various public schools." We know not on what principle "public schools" have been selected; why, for instance, Merchant Taylors and the City of London are excluded and Claysmore School is included. Is the fact that Haileybury College is 32 feet above sea and Felsted 250 feet high an intellectual or economic aspect?

Exercises in English. By H. A. TREBLE. (2s. 6d. Nisbet.)

These "Exercises" are adapted for pupils taking the Locals, Senior and Junior, London Matriculation, and other examinations of the same range. Under "English" are included grammar in all its branches; "Composition," including précis, paraphrase; *Stylistik*—use of words, correction of faulty English, language of prose and verse, &c.; General Literature, not including set books. There is plenty of variety, and the questions seem to us very fair and sensible. Phonetics have not yet won a place.

Plutarch's Lives for Boys and Girls. Retold by W. H. WESTON.

With sixteen Drawings in Colour by W. RAINEY. (7s. 6d. net. Jack.)

The twelve Lives here selected—six Greek and six Roman—will give the younger generation a good idea of the most famous collection of biographies in all literature. Mr. Weston has wisely stuck to his text, omitting Plutarch's moralizings, and simplifying, but adding nothing except brief introductions to each Life to make the history plain. Mr. Rainey is an admirable draughtsman, and he excels in portraying action.

"The World's Romances."—(1) *Tristan and Iseult.* Illustrated by GILBERT JAMES. (2) *Siegfried and Kriemhild.* Illustrated by FRANK C. PAPÉ. (Each 2s. 6d. Nelson.)

Mr. Richard Sparkes has retold in simple prose two romances that all have read in the verse of Matthew Arnold and William Morris. His style is archaic but free from affectation, and he tells

the stories well, but we do not think that much is gained by dividing the narrative among several minstrels. Mr. James's figures are a little stiff, but his colours are pleasing. Mr. Papé's illustrations, somewhat in the form of illuminations, are artistic and show vivid imagination.

The Gateway to Spenser. Tales retold from "The Faërie Queene."

By EMILY UNDERDOWN. (5s. net. Nelson.)

As a story "The Faërie Queene" is a splendid failure. We read it in parts: first and foremost, for the sake of the pure poetry, then to drink in the matchless beauty of the idylls, "the light that never was on sea or land." Even Macaulay proved that he had never read the poem as a whole. Miss Underdown has done well in appending to her paraphrases, or rather prose renderings, choice extracts from the poem. Mr. Papé's illustrations are very unequal. "Duessa's Visit to Night," "Florimel at the Witch's Cottage" are beautiful; but he fails in his "Mermaids" and "The Blatant Beast." The marginal woodcuts on nearly every page add greatly to the attractions of an attractive volume.

The Country of the Blind. By H. G. WELLS. (2s. net. Nelson.)

Mr. Wells has here collected in one stout volume all his short stories written mostly in the nineties. He is a past master in what he defines as "the jolly art of making something very bright and moving" which should take at longest fifty minutes by the clock to read. The title-story is well chosen and shows at its best Mr. Wells's special gift of imagination. He sets himself as a problem "Parmi les aveugles le voyant n'est pas roi," and works it out as he would a mathematical problem.

Fragrance among Old Volumes. By BASIL ANDERTON.

(7s. 6d. net. Kegan Paul.)

Mr. Anderton's name is not unknown to our readers, one of these ten causeries having first appeared in *The Journal*. A librarian himself, he has felt—and, what is a rarer gift, conveyed to others—some of the subtle charm, the delicate bouquet, of old books. Magliabecchi, the Florentine bookman—to most of us a name, if as much—is here revived, and the title study is a charming contemporary idyll. If only for Bewick's "Bookplates" and the illustrations of "Emblems," the volume is worth its price.

The Book-Lover's Anthology. Edited by R. M. LEONARD.

(2s. Oxford University Press.)

This *Liber Librorum* is a worthy companion to the editor's "Pageant of English Poetry." Mr. Leonard has the true *flair* of a book-lover, and he has ransacked English literature from Richard de Bury down to the second Lord Lytton for the best that has been said about books in prose and verse. Living writers are excluded as well as foreign literature, an exception being made in favour of Montaigne in Florio's translation. We would gladly have exchanged Crable's "Library," which occupies seventeen pages, for a few choice extracts from Catullus, Horace, and Martial, some gems from Goethe, Lessing, and Heine, and Leslie Stephen seems to us more worthy of quotation than his father; but at such a feast of good things it is ungracious to complain that a few of our favourite dishes are absent.

Messrs. T. C. & E. C. Jack issue an important series covering much the same ground as "The University Home Library," but about half the length and at half the price. Twelve volumes will be issued each month. From the first list of sixty we choose a typical six: *Darwin*, by PROF. GARSTANG; *Science of the Stars*, by E. W. MAUNDER; *Buddhism*, by PROF. RHYS DAVIDS; *Women's Suffrage*, by MRS. FAWCETT; *Shakespeare*, by PROF. HERFORD; *Geology*, by PROF. BONNEY.

LONDON MEETING OF SECONDARY TEACHERS.

THIS meeting, organized by the various associations of secondary teachers, was held on the afternoon of Saturday, March 23, at the University of London. In spite of the bad weather and defective train service, there was a good attendance, women teachers, as is usual, predominating. The chair was taken by the Rev. the Hon. E. Lyttelton, supported by the Right. Hon. A. H. Dyke Acland.

The CHAIRMAN, in welcoming the meeting, said that it was a fulfilment of the expectation that the Manchester meeting, one of the most enthusiastic gatherings it had ever been his privilege to attend, had raised—that it would not be long before the secondary teachers met in London and showed likewise their determination to organize themselves and help to form a united profession.

As to the second of the two great subjects on the agenda paper, they had the definite promise of a Teachers' Registration Council, and, as

to the first, the way towards National Insurance of Teachers had been paved by prolonged investigations and delicate negotiations, and he believed they were within reach of the goal. But they must not disguise the fact that there were difficulties ahead—so acute that the profession would be put on its mettle to show its sincerity, especially in the matter of the Register. A profession divided against itself could not stand, and there were dangers of conflicting interests and disruption. It behoved teachers to show their disinterestedness and their statesmanship. He had much pleasure in introducing a statesman who had borne the burden and heat of the day.

Mr. ACLAND acknowledged the high honour that had been paid him in inviting him to address this great meeting of teachers, presumably because he had acted as Chairman of the Joint Committee on Pensions, whose report would be presented to the Board of Education next week. This meeting indicated a vast step in advance towards professional solidarity. It showed that teachers could now approach the State as a united body, and he noted that all three resolutions were addressed to the State. The conviction had been slowly borne in on teachers that the unity they desired could not be obtained without the assistance of the State. The advice he would press upon them was: federate, consolidate, and educate—not themselves or their pupils, but the public. The past had shown them the futility of isolated effort. It was forty years since Mr. W. E. Forster brought in a Registration Bill, but the House of Commons cared nothing for such things. It was a symptom of this indifference that, when lately the salaries of the Presidents of the Board of Trade and the Local Government Board had been raised (and deservedly raised) to £5,000, that of the President of the Board of Education was left at £2,000 without a single protest in the House. They must hammer the public and hammer the official mind, or their path would be strewn with disillusion as his had been.

A Retrospect.

It had lately been pressed in on him that all workers should retire at sixty-five. He was himself approaching that fatal age, and he noted that every self-respecting official wrote his reminiscences. Instead of writing them he was going to inflict them on his audience to-day. His first memory was the Schools Inquiry Commission, on which both his father and Mr. Lyttelton's father had sat. There could be little dispute that the most effective member of that Commission was the late Archbishop of Canterbury, and he remembered as a Rugby boy that, if ever Temple was absent from first school, it was whispered: "He's off again to the Commission." Nearly twenty years later, as an M.P., he had fondly thought that they were on the brink of realizing the organization of secondary schools. At that time endowed schools and private schools were considered a sufficient supply, though in the whole country there were only thirteen endowed girls' schools. Whitehall, South Kensington, and the Charity Commission were all separate departments with no connexion. Then came, in his last Special Report on Free Schools, Matthew Arnold's trumpet-call, "Organize your Secondary Education," and the keen satire of "Friendship's Garland." Who that had read it could forget the visit of Arminius to Eton? Three years after (in 1888) as a private Member he had brought in an Education Bill, seconded by Mr. John Morley, but nothing came of it. It was true that in this decade three educational measures were passed, the County Councils Bill, the Technical Instruction Bill, and the Welsh Intermediate Education Bill. The last was a pure accident. Mr. Gladstone had been absent from the House when Welsh Disestablishment was moved. He was told that his absence had given great offence to Welsh Members, and this Bill was thrown to them as a sop. The Whisky Money, which now brought in nearly a million year for secondary education, was obtained by a similar fluke. He had moved an amendment asking for half of the surplus to be earmarked for endowed schools. Mr. W. H. Smith refused to accept the amendment, and a friend whispered in his ear, "Ask for the whole." The Government, eager to bring the session to end, accepted his second amendment.

In 1902 he became a Minister himself, and then began his real time of disillusionment. By no effort on his part was it possible to obtain one shred of legislation on education. He was forced to stretch the meaning of technical instruction till it included every subject except Greek. He got rid of the majors and captains who had up till then conducted the Science and Art Examinations. He managed to get into one room for a departmental Committee representatives of Whitehall, South Kensington, and the Charity Commission. And as the last resource of an embarrassed Minister he appointed a Royal Commission, the first on which a woman had ever sat. Though that Commission bore no immediate fruit in legislation, yet he believed that it served its purpose in paving the way. Then followed seven long dreary years before the Act was passed, which gave us the power of organizing secondary education.

Prospects.

In spite of delays and disappointments, his retrospect of State action was not altogether unsatisfactory. The inspectorial work of the Board of Education as regards secondary schools deserved their respect and

gratitude. As he compared his first and his last visit to Whitehall, he was impressed by the entire change of temper and attitude in the Board's officials. On the first occasion he was graciously received by the Permanent Secretary, who possessed, in a supreme degree, the Treasury art of baffling the inquirer, and, after half an hour's interview, he came away no wiser than he went. Last week, as Chairman of the English Association, he was asked to attend to assist the Board in framing suggestions on the teaching of English, and five members of the Association had sat at a round table with five Inspectors and taken counsel together.

There was still much to be done. The Act of 1902 was not compulsory, and voluntary action could not be trusted. As to the resolutions, his advice was to press them home and not let the grass grow under their feet. Salaries were wholly inadequate, and the gap between the salary of the Head and the first or second member of his staff (often a better teacher than the Head) was far too big. They must fight for freedom from the incubus of examinations. It was not the great public schools, but the smaller endowed and grammar schools, that suffered most. They must fight against the terrible commercialism that gauged the worth of a school by its examination successes. Oxford and Cambridge encouraged the pernicious system. They enabled a school to advertise the proud fact that one of its pupils was fourth in all England in book-keeping and eighth in religious knowledge. At the end of the fifteenth and the beginning of the sixteenth centuries there were many famous scholars and savants, but not one of them possessed a diploma or could write B.Sc. after his name.

Pensions.

The first resolution was moved by the DEAN OF LINCOLN:

"That this meeting desires to express its appreciation of the favourable consideration shown by the Board of Education to the question of starting a National Pension scheme for secondary teachers, and earnestly hopes that the joint efforts of the Board and of secondary teachers towards this end may be completely successful."

Dr. FRY said that the head masters had done all they could to help their colleagues, but, except in a few richly endowed schools like Birmingham, which could devote £1,000 a year to a pension fund, the money was not forthcoming. Paper 5951 showed that in recognized schools the average salary for men was £168 and for women £123, and these salaries did not carry pensions. Half the masters in England earned about half of what a capable miner earns. Governing bodies were too poor, and Local Authorities (except in six areas) had no power to grant pensions. They must look to the State. Mecklenburg-Schwerin and Mecklenburg-Sterlitz were the only parts of Germany in which teachers were unpensioned.

Mr. RAWLINSON seconded. He said that, by the Scotch Pension Scheme, teachers contributed four-tenths, and the remaining six-tenths was contributed by the Local Authority and the State. The Joint Committee aimed at obtaining for men at the age of sixty a pension of £100 a year, and for women at the age of fifty-five a pension of £65.

The resolution was supported by Miss LEES (Assistant Mistresses) and Mr. A. A. SOMERVILLE (Assistant Masters).

Registration Council.

The second resolution was proposed by Dr. McCURE:—

"That this meeting heartily welcomes the announcements recently made by the President of the Board of Education with regard to the appointment of the Teachers' Registration Council, and the financial arrangements in connexion therewith; and is of opinion that the formation of an adequate Register of Teachers is of vital importance to the best interests of the teaching profession."

Dr. McCure said they were deeply grateful to Mr. Pease for the pains he had taken to understand the wishes of teachers and his promptitude in giving them effect. The Order in Council embodied the scheme submitted by the Conference of Teachers on November 13, 1909, with the sole difference that eleven University members were assigned to the Council instead of being co-opted. The financial arrangements had also been framed by a Committee of Teachers, embodied in a memorandum signed by Sir James Yoxall, Mr. Lyttelton, and others, and adopted *en bloc* by the President. By it the balance of £2,800 left by the old Council would be handed over to the new Council without any liability in respect of returned fees, and the Treasury engages, with proper safeguards, to finance the new Council for the next three years. The principle of the clean slate must in every respect be applied. It was a challenge to the whole profession. A representative Council had been created which would have much to say, at first as regards registration, but eventually as regards guidance and, he ventured to prophesy, inspiration. This was a dream, but he had never known a great work accomplished which did not begin in a dream.

The resolution was seconded by Mrs. WOODHOUSE (Head Mistresses) and supported by Mr. S. E. WINBOLT (Assistant Masters).

Freedom of Schools.

The third resolution was proposed by Mr. R. F. CHOLMELEY (Head Masters), seconded by Dr. SOPHIE BRYANT, and supported by Miss DOUGLAS (Head Mistresses):—

"That this meeting is of opinion that, in guiding the future development of our educational system, the State should ensure to the schools the fullest degree of freedom, especially in the essential matters of curricula and other internal organization."

A vote of thanks to the Chairman and Mr. Acland, proposed by Canon SWALLOW and seconded by Mr. T. E. PAGE, ended the proceedings.

UNIVERSITIES AND SCHOOLS.

LONDON.

Last month was one of the most exciting in the history of London University. The hunt started with the announcement of a gift of £100,000 from an anonymous friend of the University, and a contribution towards the cost of acquiring the vacant site behind the British Museum for a new headquarters buildings. This was followed by an offer of £60,000 from the Drapers' Company for a new Senate House and Administrative Offices, not necessarily on the British Museum site; and a little later by an offer of £25,000 from the Duke of Bedford and a reduction of £50,000 off the price of the site. Finally, Sir Francis Trippel, who holds an option from the Duke for the site, has undertaken to raise £1,000,000 for the erection of such new headquarters for the University as will be worthy of the Capital of the Empire.

Subject to the usual caveat against the dangers of vast expenditure on bricks and mortar unless adequate provision is also made for the salaries of teachers and for maintenance, we welcome these important announcements most cordially. But there is, unhappily, a worm in the bud. The Senate of the University has apparently not established altogether friendly relations with the Royal Commission on University Education in London, through whose Chairman, Lord Haldane, these munificent offers have been announced. This is a long story which cannot be discussed here. The immediate difficulty arises from the fact that important negotiations for removing the head-quarters of the University were entered upon without any previous consultation with the Senate, the body responsible in this matter both to the Government and to the members of the University. Lord Rosebery's action in the matter has been sharply criticized, for without any authority from the Senate his name has been published as the representative of the University on the Board of Trustees, which is being formed in connexion with the scheme. It is obvious that his membership of the Board in that capacity would suggest to the public that the scheme had already received the official approval of the University. Some protest on the part of the Senate was obviously needed, though we have no doubt that the Chancellor intended to act in the best interests of the University. The prospect of obtaining in London a dignified group of academic buildings which could be used for educational conferences and great academic meetings of all kinds, will give great satisfaction both for the sake of the University and on wider considerations, and we trust that the scheme will receive further generous support from "magnificent citizens."

Another piece of good news comes to the University from the London County Council, which has offered to grant an additional £28,000 to the University during the next three years, to be used for various purposes. This action suggests that the Local Education Authority of London is prepared to take as serious a view of its responsibilities to its local University as the municipalities of Birmingham, Manchester, Bristol and other University towns. In the discussion of the grants at the Education Committee, the external student found a new champion in Mr. A. A. Thomas, who seems to suppose that, on account of the Royal Commission, the external student is in danger of extinction. On this question we can only say that the Commission is supposed to be of a judicial character, and that the evidence so far published establishes no very powerful case for the abolition of the external system. It does not follow, of course, that the system should not be modified so as to induce external students, as far as possible, to obtain proper tuition and in order also to exercise some supervision over their studies. The Education Committee wisely decided to await the result of the Commission's deliberations on this vexed question.

OXFORD.

The Finance Board Statute, whose fate was in doubt when last I wrote, passed Convocation on March 5, by a large majority. The legal objections of the President of Corpus have been answered and it proved in debate that his case depended on the argument that, if the University demanded that college accounts should be

published in a form in any way different from that in which they are already published, it would by so doing interfere with the colleges in an unwarrantable and illegal way. Such an argument, it was felt, proved too much.

The Faculties Statute, which had been withdrawn because of the President's objections to it on legal grounds, is to be recommitted next term. Council held that a clause in it giving the University power to modify the statute freely in the future was not legal, but that apart from this there was no objection to the Statute and it should pass next term. The remaining parts of the Council's program for Reform from within are concerned with the problem of poor students and the constitution and powers of Congregation and Convocation. The former of these, perhaps the most important problem in University Reform, was not very satisfactorily treated either in the Chancellor's letter or in the Council's report. It is hoped that the experience of the Tutorial Classes Committee, whose work both in tutorial classes and in the summer classes has met with such conspicuous success, will be of service here. The strength of the Tutorial Classes Committee is that it includes representatives of working class organizations on it and has been able to learn something of the working class attitude to University education at first hand.

Council's proposals for the reform of Congregation and Convocation are not yet announced, but it does not seem likely that anything very much will be done to cure their two great defects, that Congregation is not now confined to the teaching members of the University and that Convocation as a voting body does not really represent the University at large. Its votes represent only the verdict of those who can easily come up to Oxford. One reform which should have an important effect on its composition is again ext. It is proposed that the fees for the B.A. and M.A., which are now £7 10s. and £12 respectively, shall be lowered to £6 and £2, and to make up the financial loss to the University that the undergraduate dues should be raised from 12s. 6d. to £1. The change, if effected, will certainly have the effect of making a much larger number take the M.A. and keep their names on the books.

The decree to give £300 a year for three years to the Delegacy for the Training of Secondary Teachers, which I mentioned last time, passed Convocation on March 12. The decree was opposed, but the decisive majority by which it was passed and the debate showed that most members of Congregation recognized the great value of the work done by the Delegacy, and were unwilling that it should not be given a chance of profiting by the more favourable prospects implied in the Government's decision about the Teachers' Register.

Reforms in the Faculty of Theology are foreshadowed following the lines of those already announced at Cambridge, by which theological degrees are no longer to be confined to members of the Church of England. Similar proposals, when last brought forward, roused the *odium theologicum* in its worst form. We hope that the liberal-mindedness of the new Professor of Divinity and his colleagues in the Theological Faculty will this time meet with more success.

The Coal Strike has produced much misguided enthusiasm. The author of a pleasant, if not very profound, social play produced at the Theatre, responded to the calls of "Author" by calling upon Oxford to save the nation, and promising to show how it could be done next morning at Trinity. The next day he presided over a large meeting, where he proposed that undergraduates should go and dig coal, and so end the strike. All practical objections he waived aside as theological and academic, and moved that meetings should be organized that evening in all the colleges to carry out his proposals. When the evening came the proposals for coal-digging had receded into the background and undergraduates were now called upon to act as amateur policemen. At most colleges it was resolved that undergraduates should wait to offer their services till they were called for, and the political clubs of all parties condemned it; but, in spite of opposition and a great deal of ridicule, an Oxford Strike Emergency Committee has been established. It has betrayed its nature by being established at the office of the Anti-Socialist Union, and has become one of the many non-party objects directed by that impartial body. The best part of the proposal was that the necessary work of renewing the props in coal mines should be done by these enthusiastic students. This would indeed add a new terror to coal mining.

An interesting new departure was recorded on Wednesday, February 21, when members of the Somerville College Political Debating Society were invited by the Arnold Society of Balliol College (a well-known discussion society of long standing), to join formally in the debate which they had arranged on the subject of women's suffrage. The experiment was entirely successful, the subject being discussed with uniform seriousness and the greatest vigour and enthusiasm. The terms of the motion were as follows:—"That

this House is resolved that, in matters of franchise, no distinctions should be made between man and woman"; and 112 votes were cast, 86 for the motion, and 26 against—a very handsome majority.

As long as the women students are unable to become members of the University, though they are admitted to the examinations, and practically to all the academic instruction which they require, it is particularly to be desired that such civility and recognition as the Arnold Society were happily inspired to offer them, should be encouraged, and repeated when a convenient opportunity offers.

Colleges and Scholarship Elections.—It appears by the announcements of scholarship election that there will be a crowd of elections in the last week of Michaelmas Term. This is an old difficulty; and for many years attempts were made by meetings and negotiations not to leave the date of scholarship examinations to the several colleges (who, of course, are omnipotent if they choose to be so), but to get some arrangement by consent whereby a more convenient and varying date for each college scholarship examination could be secured. The result was that in the long run no one was really satisfied, and it had in the end to be left to each college to fix dates of examination and election. The present system of crowding many scholarship examinations into the last few days of October Term has one regrettable result, that a boy who misses his scholarship in his first examination cannot secure a second try elsewhere, because the other colleges are examining all in the same week. Possibly some solution will in time be developed, which will be at any rate approximately satisfactory. But at present there seem to be difficulties still calling for reform; and somehow the call is not yet answered—or, at any rate, not adequately and finally answered.

Appointments by the Hebdomadal Council on February 12.—D. S. Margoliouth, Professor of Arabic, M.A., D.Litt., Fellow of New College, to represent the University of Oxford at the seventy-fifth Anniversary of the Foundation of the National University of Greece, to be held at Athens, on April 7, 1912. The following were appointed Electors to the Professorships mentioned, viz.:—M. J. M. Hill, Doctor of Science, Cambridge, Professor of Mathematics in London University, to be an Elector to the Savilian Professorship of Geometry. A. A. Rambaut, Radcliffe Observer, to be an Elector to the Savilian Professorship of Astronomy. Sir J. J. Thomson, Hon. D.Sc., F.R.S., Fellow of Trinity College, Cambridge, to be an Elector to the Wykeham Professorship of Physics. Sir H. A. Miers, M.A., D.Sc., Principal of London University, to be an Elector to the Professorship of Geology. G. C. Bourne, D.Sc., Linacre Professor of Comparative Anatomy, to be an Elector (subject to Clauses 5 and 6 of the Statute) to the Professorship of Geology. A. Thomson, Professor of Human Anatomy, to be an Elector to the Linacre Professorship of Comparative Anatomy. F. Gotch, Waynflete Professor of Physiology, to be an Elector (1) to the Professorship of Human Anatomy, (2) to the Professorship of Pathology. C. W. M. Moullin, D.M., to be an Elector to the Professorship of Human Anatomy. A. E. Garrod, D.M., to be Elector to the Professorship of Pathology.

Deaths.—Rev. J. D. Kelly, M.A., formerly scholar of Wadham, Canon Residentiary of Manchester, and Sub-Dean of the Cathedral, died at Manchester, February 26, aged eighty-three. T. Mackay, M.A., of New College, formerly Commoner, died at Kensington, February 23, aged sixty-two. J. Troutbeck, B.C.L. and M.A., of Queen's, Coroner and Deputy High Bailiff of Westminster, formerly Commoner of the College, died at Westminster on February 29, aged fifty-one. P. F. Willert, M.A., and Hon. Fellow of Exeter, formerly Fellow (1867-1881), and late Tutorial Fellow (1882-1894) of the College, died March 4, at Valescure, aged sixty-six. Rev. Francis Harrison, M.A., of Oriel, Honorary Fellow and forty-two years rector of North Wraxhall, Wilts, died at Bath, March 10, aged eighty-two. T. H. Tristram, D.C.L., K.C., of Lincoln, Crewian Exhibitioner, Boden Sanskrit Scholar (1848), Chancellor of Dioceses of London, Hereford, Wakefield, Ripon, and Chester, Commissary of the City and Diocese of Canterbury, died on March 8, aged eighty-six. Rev. C. H. Moreland, M.A., late Scholar of Lincoln, Head Master of Christ's College, Christchurch, New Zealand, died on March 10, age not stated.

WALES.

A few pages of the recently published Report of the Board of

Report of the
Board
of Education.

Education contain special references to secondary and elementary education in Wales. The Welsh Department appears to be seriously concerned with the problem of the future supply of teachers for the Welsh elementary schools. In the previous Report of the Board it was shown that the gradual change from the old pupil-teacher system to the newer Bursar system had been markedly checked. This check continues, for the number of Bursars recognized in Welsh secondary schools has dropped in an

alarming manner from 353 in 1909-10 to 194 for 1911-12. The Board explains this serious decrease by the frequency of the failures of the Bursars to pass either the Preliminary Certificate Examination, or, in the case of candidates from the intermediate schools, of the Senior Certificate of the Central Welsh Board. These failures have apparently discredited the newer system of Bursarship, especially in some areas. There has, however, been no appreciable return to the older system, the number of pupil teachers employed in Wales showing if anything a decrease. The Board has no remedy to suggest, and it leaves the Local Education Authorities to suggest one. Most probably, the true explanation for the gradual disappearance of the Bursar is to be traced to the conditions of service in the teaching profession in the Welsh elementary schools. Boys and girls of good attainments who could pass these qualifying examinations with ease, appear to avoid elementary school work and to prefer to enter on some other career which will give more scope to their abilities and better salaries. There will surely be no marked increase in the number of candidates until the profession is made more attractive in many ways.

The references to the Welsh intermediate schools are very slight. The Welsh Department still appears to take pride in its famous criticisms of the schools, for it claims unblushingly that it is as the result of its reports that "new life has been infused into many of the schools, whilst in others much has been done to adapt the curriculum more perfectly to the needs of the localities and to introduce and make possible more modern methods of teaching." This declaration, however, justifies us in looking forward with confidence that the next report of the Department will be less critical in character, and more sympathetic in its attitude towards the schools.

The Swansea schools case figured somewhat largely in Parliament during a discussion on the Civil Service estimates. Lord Robert Cecil made a vigorous onslaught on the Swansea Education Authority for having differentiated between the scale of salaries for teachers in provided and non-provided schools, and he reviewed fairly exhaustively all the well known facts in connexion with this question. He did not seem to be aware that this particular Authority had already resolved to place all its teachers on the same scale and so reversed the previous policy of the Council. The Glamorgan County Council has also recently determined to deal on their merits with any applications by the managers of certain specified non-provided schools for increased amounts to pay the salaries of their staff, though the Committee will have to take into consideration the question whether the managers will allow, and the teachers will agree, that they shall be bound to observe and comply with the Committee's regulations. The County Council, however, will still persist in exercising its powers with regard to structural alterations in non-provided schools. The Revolt policy is now practically dead throughout the Principality and there is much jubilation among the teachers.

On the invitation of the Swansea Town Council, Mr. Alfred J. Davies, the Permanent Secretary of the Welsh Department, addressed an influential and representative meeting at the Guildhall, Swansea, on the position of Art in Wales. The carefully compiled statistics which he had prepared from official documents proved that hitherto the position of arts and crafts in Wales was most unsatisfactory, and that there were but few opportunities available for young Welshmen who possessed artistic talents to develop them. Swansea with its Glynn-Vivian Art Gallery and its Deffert-Francis collection of prints—some of the latter of priceless value—had a unique chance of becoming the Art Centre for Wales, and Mr. Davies strongly urged the Local Authority to do everything in its power to make this possible. Swansea has so far been most unfortunate in its attempts to secure one of our National Institutions and naturally feeling is rather sore at this persistent neglect of the town. The movement for creating a great Art Centre for Wales deserves every encouragement, however, quite apart from local feeling and considerations, and so we sincerely hope that the efforts of this great industrial centre in this direction will be crowned with full success.

The proposals of the Welsh National Insurance Commissioners with regard to filling appointments have naturally attracted a great deal of attention. Questions have even been asked in Parliament about them. There has no doubt been much misapprehension about the scheme outlined by the Commissioners and more careful study of its details might have avoided some ridiculous criticisms. There was, for instance, no intention to confine the competition to candidates from the intermediate schools and the University colleges, for it was proposed that equivalent examinations would be accepted in lieu of the examinations by the Central Welsh Board and of the Uni-

versity. There would, therefore, be given full opportunity to compete to all who were properly qualified. It was probably in order to save unnecessary examination expenses, as much as to secure a proper standard of efficiency, that the Commissioners were induced to insist on a certain minimum standard of attainment in all the competitors for appointments. The details will be finally settled by the Treasury and at present, therefore, all is mere guess-work as regards the conditions.

We regret to have to record the death, with tragic suddenness, of Mr. Edward Roberts, M.A., late H.M. Inspector of Schools for the Counties of Carnarvon and Anglesey. Mr. Roberts commenced as a Sub-Inspector in these counties, and on the retirement of Mr. Watts was promoted to the full charge of the district. He had the reputation of being most sympathetic and genial in his dealings with the teachers and their difficulties, and during his life-long association with elementary education in North Wales, he had contributed greatly to its development.

**Death of
Mr. Ed. Roberts,
late H.M.I.**

SCOTLAND.

In the annual report of the Carnegie Trust the most important new announcement is that the Trustees have resolved to give some assistance in the provision of hostels for University students. The Trust is unable to give any money for hostels, as its funds "are now, and must for long be, required to meet the purpose to which they have already been devoted." But the Trust has accumulated out of surplus income a reserve fund of about £140,000, and the Trustees are willing to assist in the erection of hostels by making loans from this fund at a very moderate rate of interest, on the security of the land and buildings erected upon it. One of the main difficulties in the founding of hostels is the provision of the initial capital, and the action of the Carnegie Trust will therefore be most valuable. The Trust has also made a change in the regulations for the payment of class fees. The Leaving Certificate of the Scottish Education Department must be held by all applicants who have had an opportunity of gaining it as pupils of Scottish schools. This raises the standard of qualification, for it excludes applicants who, having failed to gain the Certificate, qualify afterwards by means of the University Preliminary Examination. The expenditure on class fees during the year exceeded the available income by nearly £700, and the raising of the standard of qualification is thus justified. The report also shows that the work done under the scheme of endowment of post-graduate study and research maintains the high level of former years. The Trust has now been in existence for ten years, and in course of that time its total income has been over £1,000,000, of which £63,546 was expended on research, £368,288 in grants to Universities and colleges, and £445,373 in the payment of fees for 11,480 individual students. The cost of administration has been 2.8 per cent. of the income of the Trust.

St. Andrews University Court has sympathetically received, from a deputation representing the Church of Scotland and the United Free Church, a suggestion that a course of lectures in Hellenistic Greek should be instituted in the University. A junior course in Greek, for students who have not passed the Preliminary Examination in that subject, has already been instituted in the University. The teaching of Greek has considerably declined in the schools, and the junior course is intended to meet the wants of students who have had no opportunity of learning Greek at school. Similar proposals are under consideration at Glasgow University; but there is difference of opinion as to the policy of reviving a junior class. It is contended that such a class will accelerate the dropping of Greek in the schools, as it will be said that any scholars who desire it will be able to get it at the University. It is, however, generally agreed that a course in Hellenistic Greek will be valuable. The prize of £21 given by the Chancellor of St. Andrews University (Lord Balfour of Burleigh) for an essay on "Alexander Henderson, the Covenanter," has been awarded to Mr. James Pringle Thomson, M.A., Edinburgh. The competition was open to graduates of not more than ten years' standing.

At a meeting of Aberdeen University Court, Prof. Hay, Convener of the Finance Committee, submitted the accounts for last academic year, which showed that the surplus revenue on the General Fund was only £289, as compared with £1,568 in the preceding year, and £2,620 in 1908-9. He indicated that in a year or two a deficit might be expected, and this in spite of the absence of any notable reduction in the number of students. The falling off in revenue was due to several causes, including a diminished revenue from graduation fees, and especially a lessened income from class fees brought about by the new Ordinance in Arts substituting a three-term course for a two-term course without additional charge.

The late Mr. John Thomson, of the Aberdeen University Press (limited), has bequeathed £2,000 to Aberdeen University for the purpose of endowing a lectureship on "the Structure and Functions of the Human Body," the lectures to be given by a member of the University teaching staff and to be open to the public.

Lord Lister has bequeathed to Edinburgh University the insignia of his various orders, his medals, diplomas, &c. received from learned societies, and various honorary gifts and distinctions, including his portrait. The University Court has appointed Mr. Hector Burn-Murdoch to be Lecturer in English Law. Edinburgh and Aberdeen Universities are each pressing strongly its claims for the chair of Forestry which it is proposed to establish in one of the Scottish Universities.

The Franco-Scottish Society's bursaries have been awarded to Miss Susan C. Leveck, Edinburgh University, and Mr. William Amour, Glasgow University.

As was anticipated in this letter last month, the Provincial Committees have agreed that alternative curricula should be provided for the new four years' course for University students, and that in one curriculum the first three years should be devoted mainly to University work and the last year mainly to professional training, while in the other curriculum the professional training should be mainly given in the first two years, the University studies being taken mainly in the last two years.

IRELAND.

A lively discussion took place at the meeting of the Meath County Council at the end of last month on the subject of University Scholarships. The scheme which was before the meeting provided for five scholarships of £50 each, tenable for three years at one of the constituent colleges of the National University and open to students of either sex and of any creed whose parents or guardians were resident in Meath and whose means were insufficient, in the judgment of the Finance Committee, to provide them with a University education; Irish being a compulsory subject in the special examination held for the purpose of awarding the scholarships. A special clause allowing students who might object to the National University to select another was, after considerable discussion, rejected; its opponents basing their action on the ground that the question was not one between a Roman Catholic and a Protestant University, but between a national and democratic institution beginning its career and an aristocratic one long established and amply endowed.

At their monthly meeting on March 4, the Dublin Corporation had under consideration a scheme for scholarships drawn up by a special committee appointed for that purpose. The scheme, which was approved by the meeting, recommended the formation of twenty-four scholarships of £40 each, and also the creation of chairs or lectureships for Irish music and for the teaching of municipal history and law in the National University. The scholarships, it was expressly stated, would be tenable in Trinity College, provided it followed the example of the National University in making Irish a compulsory subject at some stage of its course. As there is not, at present, the least probability of such an event, the scholarships are practically confined to the National University.

The action of the Meath Council formed the subject of a question put to the Chief Secretary by Sir John Lonsdale on March 7, who brought it forward as an example of religious intolerance. Mr. Birrell in his reply, while stating that all the Universities in Ireland were equally unsectarian, deprecated the action of the County Councils in drawing invidious distinctions between them; a policy which would seriously interfere with the successful working of a scheme which he hoped to carry out—whereby pupils of primary schools would be enabled to pass to secondary ones and ultimately to compete for County scholarships at the Universities.

Political and social cleavage has always been far deeper in Ireland than religious cleavage, notwithstanding the commonly expressed views to the contrary; that this is the case with regard to Trinity College was shown by the hostile attitude assumed towards it by a large section of the northern Presbyterians at the time when the settlement of the University question was still under debate. To them Trinity College stood as the embodiment of an aristocratic and outworn class ascendancy. To the average Roman Catholic Nationalist it stands as the centre of "Anglicizing" forces and the traditional enemy of national aspirations; and that there is some ground for this feeling has been proved on many occasions, notably by the antagonistic or (still worse) supercilious spirit displayed by some of its representatives towards the Irish Language Movement in its earlier stages. But there are plenty of signs to-day that the older University has benefited by having to enter into competition with two younger rivals and that the new Spirit of the Age has already penetrated within her

boundaries and is working actively, if silently, there. Certainly the charge of being "aristocratic" can no longer be fairly brought against her, for the aristocrats of Ireland, Catholic as well as Protestant, generally send their sons to the English Universities, and the scale of fees in Trinity, if higher than that of the National, is at any rate moderate enough to bring it within the scope of any who have sufficient abilities to avail themselves of its numerous scholarships and sizarships. It is curious, by the way, to observe how under the apparent hostility of the Irish Catholic of the west and south, who is by temperament an aristocrat and a conservative, there is often to be found a feeling of respect for the older University and a kind of national pride in her history and reputation, which is not inspired by newer foundations and which is wholly lacking in the more practical and democratic mind of the North.

Mr. Birrell's statement that the Irish Universities are unsectarian is in all essential respects true; there is a considerable number of Roman Catholic students in Trinity, as of Protestants in the National University, while the latter has as yet no theological Faculty identified with any Church and the proportion of Protestants on its teaching staff is beyond what might have been expected. As for the other ground of difference between the two Universities, the Irish language, that is a question which time alone will settle. If the Irish Language Revival is, as many of its opponents assert, an artificial movement which aims at keeping a moribund language alive in the midst of a people who no longer want it, then evolution, it may safely be predicted, will prove stronger than the revivalists and the next generation will see Irish dropped as a compulsory subject for University matriculations or County Council Scholarships. If on the other hand there is life in the movement and it expresses a real aspiration of the Irish people, Trinity College will no doubt within that period adapt its curricula to new national needs as it is already doing in many other particulars. At present, "compulsory Irish" in Trinity would be a premature step and one scarcely in the interests of its students as a body.

The Central Association of Irish Schoolmistresses has addressed a statement to the Chief Secretary containing suggestions for a scheme of registration for secondary teachers in Ireland. The scheme, which was drawn up by a sub-committee appointed for the purpose and specially qualified to deal with the subject, after making provision for the registration of existing teachers, recommends that after 1917 the qualifications for admission to the register shall be: (a) a University degree or an equivalent, e.g. in the case of a modern language teacher, two years study abroad followed by an approved examination in the language studied; in the case of a science student, the diploma, in certain courses, of the Royal College of Science, Ireland. (b) A recognized teaching diploma following a training course of not less than one year, e.g. the diploma of Trinity College or the National University. (c) Probationary experience of at least one year as full-time teacher in a recognized secondary school, subject to satisfactory reports from recognized authorities. The sub-committee is of opinion that the formation and custody of the register of secondary teachers properly belongs to the Board of Intermediate Education.

The Stokes Memorial Lectures were delivered on March 12, 14, and 15 at Alexandra College by Mr. Alfred Perceval Graves, M.A., the well known writer, who chose as his subject the great Irish archaeologist, George Petrie. Special features of the course were musical illustrations of the lecture dealing with Petrie as a Folk Song Collector, an exhibition of limelight views by Mr. Francis Biggar of Belfast to illustrate Petrie's work as an archaeologist, and a special Petrie collection organized at the National Museum in connexion with the course.

The final lecture of the course organized by the Classical Association of Ireland last winter was delivered in the National University, on February 29, by the Rev. P. Boylan, M.A., Professor of Eastern Languages in University College, Dublin, on "Aegean Art."

"Language Week" began on Sunday, March 17 (St. Patrick's Day), when meetings were held and collections made throughout the country on behalf of the work of the Gaelic League.

SCHOOLS.

CLIFTON COLLEGE.—The Jubilee has been fixed for the week ending July 13. On Thursday there will be a field day, at which Sir Douglas Haig (O.C.), now in command at Aldershot, with a staff of O.C. officers, will act as umpire. On Friday and Saturday there will be the usual cricket matches against O.C.'s. At the Commemorative Service on Saturday the preacher will be the Bishop of Hereford; in the afternoon the prizes will be given by Lord Haldane, and Mr. Sydney Buxton will attend the O.C.

Supper in Big School. The four ex-head masters of Clifton, Dr. Percival, Canon Wilson, Canon Glazebrook, and Dr. David will all be present and take part in the proceedings.

HAILEYBURY COLLEGE.—The Jubilee of the School has been fixed for Friday and Saturday, July 5 and 6. Program to follow.

ACTON COUNTY SCHOOL.—W. H. Wilson (Division I) and J. Scroggie (Division II) have passed the London Matriculation, January 1912. In the same list appeared the name of E. Bevan (O.A.). H. Guisbary has been awarded the First Science Scholarship (£50) at Downing College. Mr. J. B. Houseman, B.Sc. (Hons.), has taken the place of Mr. H. Matthews, who has gone to Halesowen Grammar School. Since last December a play ("Company for George"), a concert, and a gymnastic display have been given by the School. A. H. Dolphin (O.A.) has published a small volume of poems. The cadets have obtained the use of a convenient rifle range.

PRIZE COMPETITIONS.

THE winner of the Translation Prize for February is Mr. P. O. Macdonald, Glencoe, Frinton-on-Sea.

Il n'était pas besoin de cette profession de foi pour deviner chez lui la passion du mot pittoresque et de la phrase bien nommée. Certains morceaux de facture sont à eux seuls un *credo* littéraire. Je choisis dans *Au Soleil* cette description, un lever de la lune au bord d'un lac de sel : "La pleine lune emplissait l'espace d'une clarté luisante qui semblait venir tout ce qu'elle frôlait. Les montagnes, jaunes déjà sous le soleil, les sables jaunes, l'horizon jaune semblaient plus jaunes encore, caressés par la lueur safranée de l'astre. Là-bas, devant moi le Zar'z, le vaste lac de sel figé, semblait incandescent. On eût dit qu'une phosphorescence fantastique s'en dégageait, flottant au-dessus, une brume lumineuse de féerie, quelque chose de surnaturel, de si doux, de si captivant le regard et la pensée, que je restai plus d'une heure à regarder, ne pouvant me résoudre à fermer les yeux. Et partout, autour de

moi, éclatant aussi sous la caresse de la lune, les burnous des Arabes endormis semblaient d'énormes flocons de neige tombés là." J'imagine qu'un professeur de rhétorique moderne, comme Sainte-Beuve s'est amusé à l'être dans quelques passages de son *Chateaubriand*, donnerait de cette page un bien curieux commentaire. Il montrerait la recherche d'harmonie imitative de ce "tombés là" qui termine sur une sonorité sourde cette phrase d'abord légère et vibrante comme un rayon de lune, l'alanguissement que donne à la période cette incorrection volontaire : "de si captivant le regard et la pensée." Une fois entraîné par la doctrine qui veut que le style soit l'équivalent complet, le substitut intégral de la sensation, à quel scrupule de détail n'arrive-t-on pas ! Poussée à l'extrême, la logique du style d'images doit en effet aboutir à des recherches de cet ordre, de même que la logique du style d'idées conduisit Stendhal à écrire comme le code civil. On dirait que le langage humain, produit complexe de la sensation et de la réflexion, oscille entre ces deux pôles, de l'onomatopée à l'algèbre.

By "MACNAMARA."

It needed not this confession of faith to reveal to us his passion for the word which paints and for the well poised sentence. There are certain passages from his hand which are in themselves the creed of his literary faith. I take from "In the Sunlight" ("Au Soleil") this description of the rising of the moon over a lake of salt :—"The full moon flooded the atmosphere with a luminous transparence which cast a glittering radiance on all that it glanced upon. The mountains already yellowing in the rising sun, the yellow sands and horizon seemed to grow more golden under the light which fell like a caress from that saffron orb. Below, at my feet, the Zar'z, that wide lake of solid salt, gleamed whitely. It was as though it gave forth a strange phosphorescence, brooding above it in a translucent mist, as of fairyland. There was something beyond Nature in it, so taking captive eye and mind, that I watched it for more than an hour, unable to bring myself to close my eyes. And around me on every side, standing out white under the moon-rays, the burnouses of the sleeping Arabs looked like gigantic snowflakes that had fallen there." I can imagine a present-day professor of rhetoric, such as Sainte-Beuve plays at being in some passages of his "Chateaubriand," presenting us

(Continued on page 262.)

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with some very curious comments on this passage. He would point out the anxiety of the writer to get the effect of the inner harmony in that "tombés là," that sonorous echo in which the sentence, light and tremulous at first as a moonbeam, reaches its end, the *rallentando* given to it by the intentional disregard of grammar in "de si captivant le regard et la pensée." Once a writer is carried away by the theory which will have it that the style should be the absolute equivalent, the complete reproduction of the feeling conceived, to what an exaggerated scrupulousness over details may he not be driven! Pushed to its logical extreme, the theory when applied to a style rich in imagery must issue in meticulous niceties of this sort, just as, logically, its application to the abstract style led Stendhal to write like an Act of Parliament. Human language, that complex product of feeling and thought, may be said to swing between two opposite ideals, the imitative and the algebraic.

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First, let me dispose of a rock of offence which cannot be removed by translation—how to deal with that part of Bourget's criticism which depends on the actual French words. One competitor, whose name often appears in the First Class, simply copied out the passage from Maupassant. I take it she intended a *reductio ad absurdum* of the present competition. The majority, quite justifiably, left the phrases *tombé là* and *de si captivant* untranslated. But I think there is a more excellent way—to give the nearest English equivalents and add the French in brackets. "Fallen there" or "just lighted" at the end of the sentence does give something of the rhythmic effect, and "so eye- and soul-enchanting" does suggest the grammatical irregularity.

This disposed of, I will go through the passage line by line, noting the commonest mistakes and weaknesses. *Phrase bien nombrée*: "rhythmical (not well turned) sentence." *Morceaux de facture*: "carefully elaborated," "set or show passages" (generally shirked). The title of the book of travel, "Au Soleil," must, of course, be retained. Some of the baser sort translated "To the Sun." *L'espace*: "all space" or "the firmament," not "the

(Continued on page 264.)

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space." *Vernir*: "to varnish" suggests rather the cabinet-maker than varnishing day, and "burnish" is preferable. The four *jaunes* must be kept; it is not a case for improving on the original. *L'astre*: "star," "planet" were common misrenderings; "the luminary" is stilted; "the orb of night" in a poetical passage is natural; I should prefer "the amber moonlight." *Là-bas, devant moi*: "at my feet." *De sel figé*: "congested," "coagulated," "solid," "stiffened," "frozen," "curded salt," are a sample of the misrenderings. *Zar'z* is the Zahrez of Murray's "Guide Book to Algeria," described as a shallow salt lake on the caravan route to El Oghouat; *sel figé* is the brine, connoting perhaps the encrusted salt on the margin. *Incandescent*: "molten brass." *On eût dit*: "one would have said" is a construe. *Burnous* is as much naturalized in England as in France (generally treated as a plural). *Moderne* qualifies *professeur*, not *rhétorique*. *Curieux*, as Matthew Arnold has pointed out, is not "curious," but here "subtle," "searching." *Une sonorité sourde*: easy to understand, but very hard to render—the three taps of a muffled drum after an aria; "a roll of distant thunder" might stand. *L'alanguissement* is not "languor," but the lowering of tone in a sentence pitched in too high a key; *rallentando* exactly expresses it. *Substitut intégral*: "the exact counterpart." For "to what scrupulosity of details may we not attain" read "to what meticulous elaboration it leads." *Poussée à l'extrême*: "the theory that words should image sentiments, if carried to extremes, is bound to land the writer in preciosity of this kind, just as the theory that the writer should observe the strict logical order of thought led Stendhal," &c. Few translations showed that the sense had been really grasped—the contrast between the impressionist school of word painters and the analytical school of psychologists. "Extremities" for "extremes" is an archaism.

I have to apologize for two bad misprints due to miscarriage of proofs. Fortunately they were too obvious to mislead any one.

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Es ist ein schönes Stück deutscher Erde, was dort zwischen Schwarzwald und schwäbischem Meer sich aufthut. Wer's mit einem falschen Gleichniss nicht allzu genau nimmt, mag sich der Worte des Dichters erinnern:

Das Land der Alemannen mit seiner Berge Schnee,
Mit seinem blauen Auge, dem klaren Bodensee;
Mit seinen gelben Haaren, dem Aehrenschmuck der Auen,
Recht wie ein deutsches Antlitz ist solches Land zu schauen.

—wiewohl die Fortführung dieses Bildes Veranlassung werden könnte, die Hegauer Berge als die Nasen in diesem Antlitz zu preisen.

Düster ragte die Kuppe des hohen Twiel mit ihren Klingsteinzacken in die Lüfte. Als Denksteine stürmischer Vorgeschichte unsrer alten Mutter Erde stehen jene schroffen malerischen Bergkegel in der Niederung, die einst gleich dem jetzigen Becken des Sees von wogender Fluth überströmte war. Für Fische und Wassermöven mag's ein denkwürdiger Tag gewesen sein, da es in den Tiefen brauste und zischte, und die basaltischen Massen glühend durch der Erdrinde Spalten sich ihren Weg über die Wasserspiegel bahnten. Aber das ist schon lange her. Es ist Gras gewachsen über die Leiden derer, die bei jener Umwälzung mitleidlos vernichtet wurden; nur die Berge stehen noch immer, ohne Zusammenhang mit ihren Nachbarn, einsam und trotzig wie Alle, die mit feurigem Kern im Herzen die Schranken des Vorhandenen durchbrechen, und ihr Gestein klingt, als sässe noch ein Gedächtniss an die fröhliche Jugendzeit darin, da sie zuerst der Pracht der Schöpfung entgegen gejubelt.

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MACKINDER'S "New Orographical Maps: Europe, Asia, Palestine, and North America," C.R.V., 20s.; and Philips' "Comparative Wall Maps: The World, Europe, and Asia," C.R.V., 18s., and many others from JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

Books on Education.

From "TRAINING COLLEGE RECORD," February, 1910.

"A GOOD many people wanting to obtain some out of print book on Education have applied to Mr. JOHN DAVIS, of 13 PATERNOSTER ROW, and have seldom applied in vain."

Books for Sale.

AT SPECIAL NET PRICES:—

- 36 Dent's "New Second French," 9d.
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 - 40 Longmans' "First Illustrated Latin Reading Books," 6d.
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 - 3 Robinson's "History of England: Period I," 1s.
- From JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

Books Wanted.

"MODERN Language Teaching," "Child Study," "Paidologists," *The Journal of Education*, 1879, 1880; "The Teacher," 1879, 1880. Any volumes or parcels of parts wanted by JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, *The Journal of Education* fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

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[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on advertisement. Post cards will not be sent on.]

GAMES AND GYMNASTIC

MISTRESSES with exceptional qualifications can be obtained on application to A. ALEXANDER, Principal, Physical Training College, Southport.

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SPORTS MISTRESSES. — LIVERPOOL GYMNASIUM TRAINING COLLEGE. — Fully trained Teachers disengaged and qualified to teach Drilling and Gymnastics (Swedish and British Systems), Fencing, Swimming, Dancing, Horse-Riding, Cricket, Hockey, Lacrosse, Tennis, Badminton, Remedial Exercises and Massage, Sick-nursing, Physiology, and Hygiene. Apply—PRINCIPAL, 171 Bedford Street, Liverpool.

ENGLISH MISTRESS (14 years'

experience) desires non-resident post in good School after Easter. English, French (Paris), Mathematics, elementary Latin. Certificated Cambridge Higher Local.—M. BARKER, 4 Bedford Grove, Eastbourne.

SCHOOL TEACHERS.—Printed

list, post free, containing particulars of many hundreds of Secondary Teachers. — ENGLISH, MUSIC, ART, LANGUAGE, TRAINED and CERTIFICATED.—Mrs. HOOPER, Educational Agent, 13 Regent Street, London. Established 1880. No charge to Principals, and to Teachers. NO CHARGE UNLESS AN ENGAGEMENT IS OBTAINED. Comfortable engaging rooms. Bankers' and Solicitors' references. Head Mistresses invited to make application early to ensure a good selection.

ASSISTANT MUSIC MISTRESS

10 weeks Post. Advanced Piano, Violin, Class Singing Harmony, Form. Pupil Charles F. Reddie, I.R.A.M. Prepare Associated Board. Excellent testimonial.—Miss Kendall, Foulsham, Norfolk.

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or by hour, desires Pupils. Prepares for Examinations if desired. Higher Cambridge Honours, Associate, College of Preceptors. English in all subjects. French, German, and Italian Languages and Literatures. Highest references. Berlin and London. Drawing, Painting. Address—No. 9, 289.

YOUNG Lady, brilliant Pianist,

Pupil of renowned artists, desires Pupils making special study of Pianoforte playing. Certified Teacher and public performer. Would accept Visiting Post in good School. Has had experience. Highest references. Full information on request. Address—No. 9, 289.

EXPERIENCED FRENCH

MISTRESS, good disciplinarian, three years' London High School, wishes similar post or in good private School, September. Prepares for examinations. Gives Private Lessons in Literature, Conversation, &c. High references. Address No. 9, 289.

PIANO MISTRESS (Schumann

Method) requires Visiting Appointment in good School. Four years' reference. Preparation for Associated Board Examinations (successes 99 per cent).—Miss ECCLES, South Mill Road, Bishop's Cleeve, Stafford.

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TRESS desires change for September. Accustomed to organization and responsibility. Good range of subjects. Preparation for English, Music, and Art examinations. Excellent references. Non-resident or Resident. Address—No. 9, 289.

MUSIC MISTRESS (exper., certif.)

wishes Resident, or Non-resident Post. Piano, Harmony, Form, Theory, Class and Solo Singing. Drawing and Painting (if required). Good testimonials.—Miss DAY, "The Flagg," Tarvin, Cheshire.

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ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Easter Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 269.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

A List of Easter Vacancies will be forwarded in due course to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 266 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

VISITING Engagement required

after Easter by Home Science Specialist. University qualifications: trained experienced teacher.—A., 54, Beauval Road, Dulwich.

SECRETARYSHIP required by

College-trained Kindergarten Mistress with knowledge of Typewriting, Bookkeeping, Household Accounts and Domestic routine. Usual Form subjects, including Geography, History, Literature, Grammar, Composition, Geometry, Naturework, Needlework, Educational handwork, Class Singing, Swedish Drill, to Lower School classes. Address—No. 9, 295.

WANTED, after Easter, Post as

JUNIOR ENGLISH MISTRESS in a School. London Matriculation.—Miss M. B. GLEW, Union Street, Market Rasen, Lincolnshire.

B.A. HONOURS Course (German,

French, English) requires post in September. Diplôme of Training College, Cambridge. Resided abroad. Two years' experience. Address—No. 9, 301.

GYMNASTIC MISTRESS re-

quires Non-resident Post. Dartford training. Swedish educational and medical Gymnastics, Games, National Dances, Swimming, Anatomy, Physiology, Hygiene. Address—No. 9, 302.

NORTH German Lady, trained

teacher, age 23, Protestant, desires a Post as MISTRESS in a good English School or Resident Governess in a family. Apply—Fraulein Elfride Johannsen, Gammelgab, b. Broecker, Schleswig-Holstein, Post-Bezirk, Kiel.

GIRL (21) wants Post as SECRE-

TARY or SECRETARY-LIBRARIAN. Educated at Dulwich High School. Typewriting. Trained in Indexing. Accustomed to Office Routine.—W., 218 Norwood Road, London, S.E.

POST as VISITING LANGUAGE

MISTRESS desired by experienced North German gentlewoman, officer's daughter. State Diploma. Brevet supérieur (Paris). Perfect English. Excellent testimonials.—M. B., 2 Park Road, Bromley, Kent.

LANGUAGE MISTRESS, B.A.

London, also Games, desires post after Easter. Public Day School preferred. Three years' teaching experience. One year's residence in Germany.—W., 157 Lewisham Road, S.E.

JEUNE FRANÇAISE, Brevet supé-

rieur, demande place.—Mlle. Louges, à Tajan (Hautes Pyrénées), France.

PRINCIPAL recommends bright

young FRENCH MISTRESS. Six months' English experience. French (Brevet Supérieur), Needlework (fancy and plain). Really fond of teaching. Shares supervision Games.—497 F., Hooper's, 13 Regent Street. Others.

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KEEPER—High Class Girls' Boarding School. Experience Nursing. Good Needlewoman and Organizer. Housekeeping, Catering. 8 years' reference.—2742 H., Hooper's, 13 Regent Street. Others introduced free. Established 1881.

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gagement as SUPERINTENDENT, MATRON, HOUSEKEEPER or HOUSE MISTRESS. Thoroughly experienced. Capable organizer. Some Hospital Training. Fluent French. Liberal salary. Address—No. 9, 304.

VISITING MUSIC MISTRESS

I. R. A. M. London and neighbourhood. Piano, Harmony, Form, Solo and Class Singing. Preparation for I. R. A. M. and all other examinations.—Miss Gimson, 96 St. John's Park, Blackheath.

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X Other School and Teachers' Advertisements are continued on pages 268, 269, 270, and 271. X

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London: WILLIAM RICE, 3 Broadway, Ludgate Hill, E.C.

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These School and Teachers' Advertisements are continued from page 267.

UNDERGRADUATE desires School engagement (Boys' Preparatory School preferable). Latin, Greek (gold medal), Mathematics, English, French. 4 years' experience. Good testimonials.—Miss FRANCES McDUGAL, "The Flags," Tarvin, Chester.

YOUNG Lady (London Matriculation and Higher Division of R.A.M. and R.C.M. Certificates) requires post as **STUDENT** or **JUNIOR FORM MISTRESS**. Services in return for coaching for Inter. Arts examination or small salary.—B. BEALBY, Donington, Spalding.

WANTED, after Easter, Post as Resident **JUNIOR MISTRESS**. Cambridge Higher Local Honours Certificate. Distinction History. English, French, Mathematics, elementary Music. Experience. Churchwoman. Salary £30-£35.—GIBSON, Thornfield, Crook, Durham.

LONDON Honours Graduate, holding Teaching Diploma of same University (University College, Maria Grey Training College), requires post as **ASSISTANT MISTRESS** in or near London. Some experience. Subjects: History, English, some Geography (on modern lines), Latin, French.—N. M. H., 31 Stamford Hill, N.

AS NEEDLEWORK and LANGUAGE MISTRESS.—Swiss Pastor's Daughter. Three years' School experience. Fluent French (Paris), German, Italian, Needlework, Dressmaking, certificated. Junior Music. Shares supervision.—455 F., Hooper's, 13 Regent Street. Others.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—**PRINCIPAL**, Linden Hall, Clapham Road, S.W.

VACANCY, next term, in large Girls' Boarding School for Student wishing to prepare for Cambridge Higher Local Examination or London Degree, or Froebel Examinations. Premium. Address—No. 9,183.*

THE HERITAGE SCHOOL, CHAILEY.—Good **SCHOOL MISTRESS** wanted for residential Cripple School for Girls. Must be good practical Needlework Teacher in addition to ordinary school subjects. Full school duties. Salary £40 a year, with board, lodging, laundry, and medical attendance. Applicants must be fond of the country, energetic, and capable of organizing games. Age 25 to 35 years. Apply by letter, stating qualifications, to Mrs. KIMMINS, Heritage Craft Schools, Chailey, Sussex.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

WANTED, in large Public Secondary School for Girls, capable **JUNIOR MISTRESS**. Part-time next term; full-time afterwards. Good Arithmetic and neat Handwriting essential. State age, qualifications, education. Must be willing to train under Senior Mathematical Mistress. Experience unnecessary. Address—No. 9,294.*

MIDDLESBROUGH EDUCATION COMMITTEE.

Wanted, for the **KIRBY SECONDARY SCHOOL, LINTHORPE**, a **MODERN LANGUAGES MISTRESS** (French and German). Honours Degree or its equivalent, with experience or residence abroad. Commencing salary £120 per annum.

Applications, stating age, qualification, and experience, with copies of recent testimonials, to be sent to the undersigned as early as possible.

J. S. CALVERT, Secretary.
Education Offices, Middlesbrough,
March 13th, 1912.

TYPEWRITING.—Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptness and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

DARLINGTON TRAINING COLLEGE.

The Committee of the Darlington Training College will appoint a **RESIDENT LADY PRINCIPAL** to take up duty in September at a salary of £400 per annum, with board, rooms, &c.

Forms of application may be obtained, by forwarding stamped and addressed foolscap envelopes, from the Hon. Sec. of the Committee, Mrs. E. LLOYD PEAPE, Hurworth Moor, Darlington.

COWLEY SECONDARY SCHOOL, ST. HELENS.

HEAD MASTER.—The Governors of the Cowley Secondary School for Boys invite applications for the position of Head Master of the School. Salary £400 per annum, rising by increments, at the discretion of the Governors, of £25 per annum to £500 per annum. The Governors desire the services of a Graduate in Honours. Preference will be given to a young man. Applications, to be made in accordance with a Form which may be had by sending stamped addressed envelope, should reach the undersigned not later than April 15th, 1912.

PERCIVAL SHARP, Secretary for Education.
Education Offices,
Cotham Street, St. Helens.

TYPEWRITING by experienced and certificated Typist. Testimonials a speciality. Speed and accuracy guaranteed. Moderate charges.—YATES, Hillside, Rodborough, Stroud, Glos.

WANTED, MUSIC STUDENT, who would receive first-class lessons and preparation for L.R.A.M. in return for services. Address—No. 9,285.*

WANTED, STUDENT, to train under first-class Kindergarten Mistress for N.F.U. Certificates. Small premium. Address—No. 9,286.*

WANTED, April 26th, PHYSICAL MISTRESS, with Needlework or other good subject. Dancing essential. Churchwoman. Salary moderate.—Also, Student working Matric, or Higher Local. Premium. Address—No. 9,287.*

STUDENT-GOVERNESS wanted in good School. Preparation given for London Matriculation Examination or for the L.R.A.M. Diploma in Music. Address—No. 9,291.*

LADY required (19 to 24 years) capable of doing the **HOUSEWORK** of small private Preparatory School, under direction and training. Position as one of the teachers.—Miss SOLOMON, Rudyard, St. Austell.

SOUTH AFRICA.—Wanted, for Girls' High School, **VICE-PRINCIPAL**, (Lady). Subjects: Mathematics, Botany, Latin or French. Salary, £150 resident. Passage. Apply—**EDUCATION**, 23 Army and Navy Mansions, Victoria Street, S.W.

RESIDENT LANGUAGE MISTRESS required for a Private Boarding School. Good qualifications and residence abroad. Apply—Miss STAINER, The Leas, Llanishen, near Cardiff.

ENGLISH MISTRESS required, Home School, Sussex. English History, Modern Geography, Games, £50. HOOPER'S, 13 Regent Street, London. Many other excellent vacancies. Good schools, abroad and England. No booking fee. Stamp.

REQUIRED, April 15 or May, young English lady in good Boarding School, North Germany. Au pair. Some English teaching in exchange for German. Apply—Fraulein LEMKE, Schulvorstcherin, Augustenstrasse 114, Rostock, Mecklenburg, Germany. English references.

COMPANION for a little Girl residing in healthy part of Reading required for next term. Excellent school near at hand. Happy home life under personal supervision of two ladies who have had much experience with children. Highest references. Apply, in first instance by letter, to Address—No. 9,300.*

ST. SAVIOUR'S AND ST. OLAVE'S GRAMMAR SCHOOL FOR GIRLS, New Kent Road, S.E.—Wanted, for September, a full-time **MISTRESS** to teach Needlework throughout the School, with some Dressmaking and Cookery, and to teach a few other subjects as time allows. Good teaching experience essential. Initial salary £120. A good pension scheme has been adopted. Apply, giving full particulars of qualifications and experience, age, &c., enclosing copies of testimonials, to **HEAD MISTRESS**.

WANTED, STUDENT-TEACHER to assist Kindergarten Mistress and be prepared for examination. Should have passed Oxford Senior or equivalent examination. Apply—**HEAD MISTRESS**, High School, Reigate.

ASSISTANT MISTRESS required in Private School. Subjects: French (acquired abroad preferred), Latin, and some English. Address—No. 9,296.*

REQUIRED, in Girls' Home School in Thanet, **SENIOR RESIDENT ENGLISH MISTRESS**. Salary £45. Subjects: Mathematics, English, Geography. Also **JUNIOR RESIDENT MISTRESS**, with knowledge of Kindergarten and good Music. Salary £30. Address—No. 9,299.*

HEAD MATRON wanted in May. Lady. Fully trained Nurse. Previous school experience desirable. Apply—**HEAD MISTRESS**, Sandecotes School, Parkstone, Dorset.

WANTED, in September, in London Public School, MISTRESS, well qualified. Experienced. For Science, Mathematics, Geography (modern method). Salary £120+. Write, stating qualifications and subjects, before May 10th. Address—No. 9,293.*

CAMBRIDGESHIRE EDUCATION COMMITTEE.

CAMBRIDGE AND COUNTY SCHOOL FOR GIRLS.

Wanted, in September, a **MISTRESS** to teach **DOMESTIC SUBJECTS**. She must be skilled both in **COOKERY** and in **NEEDLEWORK** including **DRESSMAKING**; and will also be expected to teach **LAUNDRY WORK** and **HOUSEWIFERY**. Salary £130, or according to qualifications and experience. Forms of application, which must be returned by May 15th, 1912, may be obtained of the undersigned.

AUSTIN KEEN, M.A.,
County Offices, County Education Secretary,
Cambridge.

CAMBRIDGESHIRE EDUCATION COMMITTEE.

CAMBRIDGE AND COUNTY SCHOOL FOR GIRLS.

Wanted, in September, a **MISTRESS** to teach **AGRICULTURAL SUBJECTS**. She must be experienced and skilful in **GARDENING**, **BEEKEEPING**, **POULTRY KEEPING**, and in **DAIRY WORK**. Salary £120 per annum, or according to qualifications and experience. Forms of application, which must be returned by May 15th, 1912, may be obtained of the undersigned.

AUSTIN KEEN, M.A.,
County Offices, County Education Secretary,
Cambridge.

WELSH INTERMEDIATE EDUCATION ACT, 1889. EDUCATION ACT, 1902.

The Pembroke Education Committee invite applications for the post of **HEAD MISTRESS** of **TASKER'S ENDOWED (INTERMEDIATE) SCHOOL FOR GIRLS, HAVERFORDWEST**. Full particulars may be obtained from the undersigned after April 10th.

H. E. H. JAMES,
Haverfordwest, Director of Education.

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ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the position of JUNIOR FORM MISTRESS, with good qualifications in French, at the GEORGE GREEN'S SCHOOL, POPLAR, E.

Salary £120, rising to £220 by yearly increments of £20, in accordance with the Council's higher scale of salaries for Assistant Mistresses in Secondary Schools. Candidates must have passed a final examination for a degree held by a recognized University.

Applications must be on the official forms to be obtained, with particulars of the appointment, by sending a stamped, addressed, foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Monday, 15th April, 1912. Every communication must be marked "H.4" on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.
25th March, 1912.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the position of ENGLISH MISTRESS at the LONDON COUNTY COUNCIL ADDINGTON TECHNICAL INSTITUTE, SALTRAM CREST, W.

Salary £120, rising to £180 by yearly increments of £20. The services of the successful applicant will be utilized mainly in the Trade and Domestic Economy Schools at the Institute.

Applications must be on the official forms to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by Saturday, 13th April, 1912. Every communication must be marked T.1 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.
27th March, 1912.

ST. GEORGE'S HIGH SCHOOL,

EDINBURGH.—Wanted, in October, ASSISTANT MISTRESS qualified to teach Geography throughout the School, with supplementary middle-form subjects. Training essential. Salary £120 to £130. Application forms from the HEAD MISTRESS, 3 Melville Street.

LINCOLN GIRLS' HIGH

SCHOOL. (a) SENIOR MUSIC MISTRESS, R.A.M., R.C.M., for Autumn Term. (b) MISTRESS FOR DRAWING and small Junior Form. For particulars apply to the HEAD MISTRESS after April 30.

MODERN LANGUAGE MIS-

TRESS wanted for September. Degree or equivalent. High School experience essential. Apply—HEAD MISTRESS, Herts and Essex High School, Bishop's Stortford.

WANTED, certificated English-

men to teach English in Germany for a few hours a day. Salary 125 Marks a month. Write to "Les Cours de Langues," Josephplatz 6/2, Nurnberg, Bavaria.

ASSISTANT MISTRESS wanted

next term for School near Birmingham. Primary (Metric standard) with either History or Geography. Salary according to qualifications.—S. ROMANIC AGENCY, Woolston, Southampton.

WANTED, MUSIC-STUDENT

MISTRESS. Lessons and preparation for good examinations.—HEAD MISTRESS, High School for Girls, Peterborough.

HENGEO COUNTY SCHOOL.

—Temporary ASSISTANT MISTRESS required for Summer term to take charge of a form and teach Swedish Drill, Tennis, and Junior form subjects. Training essential. Apply—HEAD MISTRESS.

TO ASSISTANT MISTRESSES.

EASTER AND SEPTEMBER (1912) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant

Mistresses for the following Appointments:—

Vice-Principal for high-class Boarding School in the North. Administrative ability essential. Partnership arrangement might be entered into. Salary £100 or more resident.—No. 409.

Assistant Mistress wanted in September for County School. Latin and French to University Scholarship standard. Salary up to £140 non-resident.—No. 415.

Mistress for Mathematics, Physics, Chemistry, Geography, and Hygiene. R.C. necessary. Graduate preferred. Salary about £80 non-resident.—No. 413.

Science Mistress wanted in September. B.Sc. or equivalent. Botany (with good field work), Chemistry, and Physics. Salary £70 resident, rising to £90.—No. 399.

Experienced Mistress for important School in the North. Mathematics, Modern Geography, Physics, and Chemistry. Salary about £60 resident, or £100 non-resident.—No. 412.

Mistress required for Classics and English. Graduate looked for. Good-class School. Salary about £60 resident.—No. 402.

Mistress for Mathematics and Physics, wanted in September. Important School in London. Graduate desired. Salary £120 to £130 non-resident to commence.—No. 316.

Music Mistress for large Boarding School on South Coast. L.R.A.M. or A.R.C.M. desired. Class Singing, Solo Singing, Elocution, Junior Piano. Salary about £60 resident.—No. 397.

Head Mistress for small Girls' Boarding School in connexion with Boys' School. Graduate desired. Experienced. An adequate salary to a suitable lady.—No. 410.

Mistress for high-class Boarding School, to teach English Language and Literature, History, Geography, Latin, and Mathematics. Salary £60 resident.—No. 398.

English Mistress for good general English and Arithmetic, Games. Experience. Salary £55 resident.—No. 404.

Assistant Mistress for good Latin, Mathematics, and English. Graduate necessary. Experienced. R.C. essential. A good salary will be given to a suitable lady.—No. 401.

Mistress required for the summer term. English Language and Literature, with English History to standard of Senior Oxford Local. Secondary mixed School. Salary at rate of about £100 per annum, non-resident.—No. 394.

Experienced Mistress with a degree to take English, French, and German. Games desired. Good School. Fair salary resident.—No. 383.

Mistress for good Mathematics and Modern Geography. Graduate desired. Fair salary, non-resident. Municipal College.—No. 380.

Assistant Mistress for Euclid, Algebra, History, Geography, French, &c., to act as Head teacher. Graduate preferred. Salary about £50 resident.—No. 379.

Assistant Mistress for good English, French, and general subjects. To act as Head Teacher. Day School. Salary up to £60 resident.—No. 407.

Mistress for Latin, Mathematics, and general English. Experienced. Salary about £50 resident.—No. 353.

Senior Music Mistress for Piano, Theory, Harmony, Class Singing, Solo Singing, and German if possible. Salary £50 resident to commence.—No. 350.

Music Mistress for good Piano, Solo and Class Singing, elementary Violin, Theory and Harmony. Salary £45 resident.—No. 370.

Form Mistress for Geography and English principally. Churchwoman. Superior School in London. Salary about £50 resident.—No. 369.

English Mistress for all English subjects, Arithmetic, French, and Abnett's Drawings. Experienced in preparing for examinations. Fair salary resident.—No. 366.

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X Advertisements of Posts Vacant are continued on page 271. **X**

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A RETROSPECT OF THIRTY-SIX YEARS*

By a PUBLIC-SCHOOL MASTER.

I HAVE known only two schools directly and intimately—Sherborne, where I was educated; Marlborough, which alone I have served. Marlborough is my real subject. Pray do not think that I am setting it up as a model. I believe I know enough generally of other schools to recognize that in many ways, perhaps in most ways, it is typical. Some virtues and some faults it may have peculiar to itself. On some of these I hope to touch. All our great schools have certain individualizing marks, but these tend to become less prominent and assertive. In spite of our having no common superior, or "educational authority," there is a striking solidarity in our public schools, partly due to the interchange of masters, the modifying of local traditions by imported or engrafted custom, much more to the pressure upon them all alike of a common body of public opinion. I can make allowance, then, for the permanence of certain aspects here, while assuming broadly that the changes which have taken place here are parallel to, often identical with, changes which have concurrently affected other schools. The point and pith of the whole matter is—what have those changes been, and have they been for the better or the worse?—if mainly for the better, have they yet entailed other consequences which partly neutralize the good?

The material changes are the most obvious. I have seen Marlborough half, I think more than half, rebuilt, certainly more than half remodelled externally. As I first knew it, it was, for the mass of boys, unquestionably a rough school. I do not use the word in a bad sense. I mean there was very little material comfort; nothing that could be called luxurious; much that was primitive, hard, uncomfortable. It had been a great deal rougher than it was in 1875, and it had been rough in a bad sense. There was a period when the bullying was bad, but all schools then suffered from this. There was always a separate house for the smaller boys, but the mass of the middle part of the school—all the fourth forms and a large part of the fifths—lived in one large room. The boys higher in the fifths had access to house classrooms; the sixth alone had studies, most of them in basements, very dingy and dark, a sort of horse-boxes. Meat was only given once a day, and there was little attempt to make meals appetizing. Boys slept in large dormitories, too closely crowded. I need not give more details. The school was intended to be, and was, a school for the sons of comparatively poor men, and especially the sons of the clergy. If rich men sent their sons, they did so because they believed the discipline was good.

Under these material conditions the school was sending out, about the time when I first knew it, a number of men of marked force of character. All this hardness of life was compatible with keen intellectual life and moral vigour, and at the time of my undergraduate days the impress of men trained in this school was remarkable at either University. Since those days the most obvious changes in the school life have been changes in the direction of greater refinement of life, a gradual softening of the harder conditions. Better food, more of it, and more variety in it, less crowding in dormitories, better bath-room accommodation, much better classrooms and day-rooms, less herding of boys together, much better rooms for reading and quiet recreation (there were none in the old days), more supervision of out-of-school hours, more of what I may call policing—the regulation and organization of boys' spare time—better sanitary arrangements. These changes are not particular to Marlborough; they have affected probably the whole of public school life, in a greater or less degree. Side by side with this refinement of the conditions of living we have seen a much greater advance in the same direction of private schools; private schools have, indeed, quickened the pace of these changes, and gone further than any public school. The reaction of

* A Paper read to the U. U., 1911.

the well conducted private school upon the public school has been very strong; boys come to the public school habituated to supervision over the whole of their life, and ready to accept it as the natural order of things. Then there has been a steady growth of what I may call auxiliary appliances—Libraries, Museums, Laboratories, Gymnasiums, and all the apparatus of games. The latter are so important that I reserve them for separate treatment.

All these changes would seem at first sight wholly for good—an advance all along the line, as I see one education authority puts it. What I desire to ask is—has there been a maintenance of the intellectual standard? has it meant an advance in moral vigour? has it brought any change, for good or bad, in manners and the outlook on life? how has it affected the parents? do we at Marlborough still draw from the same class? can we still boast that this is a school for poor men's sons?

I take the last question first. All these changes have meant money. You cannot have comforts without paying for them. There is much more evidence of wealth. Do we draw from a wealthier class, and so tend to shut out the poorer men? Or has the standard of living gone up all over England, and the scale of parents' expenditure risen concurrently with the school's? I think the answer is "yes" in both cases. It is true to a certain extent that the rich are capturing the poor man's schools: but it is also true that the standard of living has risen in the classes from which we formerly drew and still draw. We live, it is often said, in a luxurious age. I hesitate to use the word luxury. It is a purely relative term. The luxury of one age becomes the refinement of the next, the necessary comfort of the third. Some comforts are civilizing. It would be misleading to describe our life here, as it is now, as luxurious. It is in many ways still primitive and even hard; it lacks a good deal of refinement. In some of these civilizing comforts we have not yet gone far enough. We are at this moment* building two large new houses, not to increase the numbers of the school, but to clear the space in the existing houses and to provide such dormitory, lavatory, and sanitary arrangements as will bring us up to the standard requirements laid down by expert authorities, whose views are based upon now fairly well ascertained laws of health. All money spent in this way I regard as spent, not on luxury, but upon improvements enforced by a scientific study of the laws of health. But we maintain, and hope still to maintain, the character of simplicity, the somewhat Spartan view of life, which we have in the past regarded as one of our best inherited traditions. The crux of the problem here—and I suppose it to be the same elsewhere—is, how to maintain it. Undoubtedly there is more show of wealth. But we still draw largely from the clergy, who cannot be a wealthy body. The standard of living is set by the wage-earner, certainly among the boys who rise to the top of the school. There are more than there used to be who are independent, but at present they fall under the influence of those who are not. Whatever gentle gales of prosperity blow elsewhere in England, they are certainly tempered here by our keener down air, by the struggle for existence, need for effort, competition in life. So, looking back over the thirty-six years, I find that in most respects the material changes have been changes in needful refinement, changes enforced by a wider knowledge of natural law.

But one class of material change needs to be treated separately. There has to be recorded a very large expenditure upon all the apparatus of games, cricket grounds, football grounds, racquet courts, and so on. Money has been lavished upon these. Has it been necessary or useful expenditure? does it represent real progress? or is it expenditure for advertisement? I believe it must be conceded that a great deal of it has been only necessary in the sense of necessary for advertisement. The demand for these things has come from parents. They demand them because they believe them

to be of value, and we cannot resist the demand because we cannot otherwise fill the school. I do not hold Marlborough specially guilty in this matter. A good deal of money has been judiciously spent on necessary enlargements. But hardly any school can be pronounced guiltless.

Looking back on my earlier days, I am certain that we enjoyed our games, with their ruder apparatus, quite as much as the modern boy with his scientific and expensive apparatus. We are losing hold of the true end of games, which should be healthy enjoyment, and substituting the fictitious end of competition. So your millionaire gives his baby a real miniature motor car, when it is perfectly happy with a sardine box and make-belief. We all deplore this, and talk of over-organization, specialization, professionalism, but we have not the courage of our convictions. We encourage in act what we condemn in speech. Our attitude is a little humiliating. If we disbelieve these things, why do we do them?—if we do them, why do we carp? Let us be frank. We live in an age of advertisement, and must frankly confess that we cannot exist without it. My conclusion is: all money spent on games to make them more healthy amusements, to organize them so as to get the maximum amount of use and enjoyment for the largest number, is good. Money spent in obedience to a wave of fashion that exalts games to the be-all and end-all of schoolboy life is money spent for advertisement, and puts the interest of the school above the interest of the boy. If we push our extravagance too far, we as directly challenge State interference as a railway does when it sets the interest of the shareholder above the interest of the passenger.

Let us turn from externals. Has there been any progress in morals? are boys more chaste, more temperate, kinder in disposition? have they the same or better ideals of life? do they take more or less serious views? do they work harder?

In the primary virtues, we must distinguish between nature and habits. Boys' nature surely remains the same. To any rational student of evolution a change of nature in thirty-six years seems an absurdity. But there may be a change of habit, and it is by gradual changes of habit that nature seems to be slowly affected. That there has been some change in manners, which depend so largely on habit, is, I think, clear. And there may be changes in opportunity which affect habit—changes in environment. Older members of the U.U. who remember Wilson's paper on "Morality" and the discussion that followed will agree that evil is at least not so open and flagrant as it was in a good many schools forty years ago. We have driven the snake into holes, possibly have scotched it. Unquestionably manners are gentler. Bullying of the grosser sort seems to be dead; petty persecution one cannot wholly avoid; but the number of boys whose lives are made really unhappy, who leave school with pleasure and look back upon it with repulsion, must surely be small.

Do boys work harder? I should answer, taking the mass of boys into purview, yes, because there are less opportunities for idleness and the modern boy is more amenable to discipline. But even before the drill of the private school was felt, the general standard of industry here was high. When I first came I used to wonder at the amount of work exacted from even the laziest boy, and I do not cease to be astonished at the steady drill. I admire my colleagues and envy many of them their power of getting work done with the least amount of friction, mostly by sheer force of character. I am likewise often astonished at the readiness with which the modern boy submits, with a grumble, to discipline. The difference between him and his predecessor is the difference between the sons of the Gospel. The older boy said, "I go, sir," and too often went not. The younger protests, and goes. In both acts he shows himself more a child than his forerunner. I know there is a possible adverse criticism. We level down as well as up—we seem to echo Paracelsus' prayer,

Make no more giants, God,
But elevate the race at once.

We know, or fancy we know, that the giant, the genius, requires to be let run, like the river, at his own sweet will.

* These buildings have been finished since the paper was written, and are now in use.

The late Lord Tennyson said the schoolmaster was bound to spoil the genius, because he would not recognize him if he had him. I should put it differently. We know that we can recognize talent, and we know that we can develop it; the subtle distinction between the talent and the genius must be unrecognizable in the embryo. We assume, rightly, that our business is with talent; we assume, rightly, that our business is as much with him who has one as with him who has five.

Do the boys take a more serious view of life? I have suggested the answer; they are, from their up-bringing, more childish, less ready to think as a man. It is a question of habit and environment. If you habituate a boy to discipline, he has the less opportunity to think for himself; if you make his environment more comfortable you must expect him to take more comfortable views of life. Your preaching may countervail these tendencies somewhat. Experience is the only master. It is the same in the home. Some return to the simpler and more strenuous life in England generally seems rather desirable than discernible. In our schools we have to keep the needful refinement I have spoken of within bounds. We give boys responsibility, but it cannot compare with the responsibility that fell upon a boy in days when discipline was less strict. That was sometimes a burden too great to be put upon a boy.

But what of the outcome of our present system? Do we fit boys morally and intellectually to "fill, justly, skilfully, and magnanimously, all the offices of peace and war?" We read pictures of the modern schoolboy drawn for us by those who are regarded as authorities by the public Press, a creature without backbone, with graceful manners, generous instincts, truthfulness, honesty, and no initiative, no moral grip, no intellectual interest whatever. The picture is an utter travesty of the facts so far as they have fallen under my observation. To draw from my own immediate experience: I find in my younger colleagues men animated by a devotion not less earnest than I found in the colleagues of my younger days: I find that the same stuff is going to build up other professions, the Church, the Army, the Civil Services. We make the common error of neglecting perspective. We look back, and remember the chosen few who impressed our memories; we look round and we see the mass; the individual few are as yet faintly discernible. If we try to do justice to the individual now, and recall what the mass was then, do we find any falling off? We find, I conceive, a difference, and it is this. In former years, boys had more leisure and more opportunity for cultivating, apart from their school work, tastes and preferences of their own. I remember one boy who made himself, while going through the classical course, first-rate in natural science; another, who has since made his mark in social subjects, was deeply read in Mazzini while yet a schoolboy; another studied Dante in the original. I make allowance for the fact that, being then in College,* I knew boys' inner life better, and the more modern instances of such self-culture may escape my notice. But I think they are rarer, not because the interests and the desires are not there, but because our claim upon the whole of a boy's time gives him less opportunity for the discovery and the satisfaction of his natural bent. How we can maintain the advantage of drill and yet give scope to originality is a problem each man has to set himself to solve. No formula can solve it; to recognize the need is the first step.

I must now narrow my point and come to the question of subjects taught. I note that in some subjects our teaching has certainly improved—Natural Science, History, Geography, for example. English is regularly taught in all forms; that is an advance, but we are still groping for the right method. I prefer to confine myself to the subjects I have myself taught, the Classics. Here I must make a confession. I have been *Dipsychus* all my life. I have loved the Classics and loved teaching them; but all my life I have been haunted by a

doubt whether by clinging with scarcely altered methods to a discipline which we have found admirable in the past, admirable for ourselves, we may be fighting against new forces which imperatively demand adaptation and re-adjustment. I have feared that our classical discipline should become hieratic, what Carlyle would call a formula, that stands in no true relation to life, actuality, movement, progress. I speak of the teaching in its formal aspect. For in respect of the matter of the Classics, I still believe that Greek and Latin furnish the most universal introduction to general, I do not say special, knowledge that has yet been devised by the wit of man. And the boys I have had the privilege of teaching have reached a stage of more or less complete mastery over the language—a stage in which they could find in it an instrument of thought. So far I feel my withers are unwrung. But what of the ceaseless labour of composition, the hours and hours spent over Prose and Verse? These to me are the most delightful of mental exercises—they are a shadow of that creative satisfaction that even the humblest artist feels. When a boy begins to feel that joy, that sense of power, you have indeed given him something of value. But how few reach that stage! how many have to submit to the drudgery that the few may cull the flower of fine scholarship! I find it hard in my conscience to say that the product has been worth the cost. There has not been a great change in the method of teaching Classics since I began. There is less direct linguistic teaching; grammar is cut down to a minimum; we no longer attempt to teach philology. I should say that the chief observable difference is, that just at the time when one desires more insistence upon the matter of books, one is hampered by the increasing ignorance in boys of Greek and Roman history and antiquities. There are those who advocate the complete abandonment of composition. If this view should prevail, it will be other composition-masters, not myself, who will have to make their bow.

I should like to say a word about masters. Of the comparative quality of the staff now and as it was thirty-six years ago, it is invidious to say much. One must discount one's youthful propensity to hero-worship. But this I may say. In the middle of the last century there was a strong current setting towards this profession. When I joined there were certainly in it an extremely remarkable set of men, whose influence deeply affected the period I review. This current drew the finer spirits, or at least divided them with the Bar and the Services. It was not money that drew; it was the attractiveness of the profession in itself, and a missionary zeal. The competition of the Civil Services was not so keenly felt. But monetary considerations must make themselves felt in the long run, and it was seen that, except for the few lucky individuals, the profession was not a paying one. Ardent youth might disregard this consideration; parents took more long-sighted views. But the monetary question is a very serious one, and I do not think we have satisfactorily solved it at Marlborough any more than at other public schools. There ought to be a more just distribution of profits. When I joined, the ultimate prizes within the reach of the few were larger. Boarding-house masters retained a much larger proportion of their salaries, and there was no limit of time to their tenure. These prizes have been cut down, and I regard that as good policy; but I do not find that the levelling up at the lower end and middle of the scale has gone on proportionately. In this matter I speak with imperfect knowledge, but it is possible to calculate that, even with our Retirement Fund, admirable as far as it goes, it is extremely difficult for men who do not become boarding-house masters to provide an old-age pension for themselves at the time of their enforced retirement, and for married men with families it is scarcely possible at all. I am myself in favour of pooling boarding-house profits, as a pure theory; I have never had an opportunity of thinking out a practicable scheme.

I should like to conclude with a still more personal note. Looking back upon my work, I am chiefly conscious of one abiding impression: it is that I have been professedly

* The School retains the hostel system which was its original feature: this part is known as the College. There are also Boarding Houses, of the type usual elsewhere except that all the larger ones join in the College midday meal.

a teacher, really a learner, all my life. You bring to your work a set of notions, fixed ideas of what you are expected to do, and what you can expect from those whom you are there to teach. Every fresh boy who comes under you, clever or apparently dull, brings you something which you cannot quite fit into your formulas, and has something in him which he can teach you if you have the wit to learn it; every fresh generation of boys, brought up under changing ideals, and moulding themselves by altering codes of manners and conduct, presents you with a fresh problem, and they themselves furnish the only key to solve it. Many and many a time the lines of that excellent toper, old Omar, come into my head—

Well,

I often wonder what the vintners buy
One half so precious as the goods they sell—

and I re-shape them and fit them to my own experience
thus—

I often wonder what the learners get
One half so precious as the boon they give.

THE STRIKE.

(François Coppée's "Grève des Forgerons.")

MINE, sirs, is no long story—simply this.
The hammerers, one and all, had gone on strike—
No crime in that. The winter was main hard;
Our street, in short, had, for that bout at least,
Got tired of starving. So one Saturday,
Our pay-night, someone hitched an arm in mine
And drew me to the wineshop, where I found
The old hands—no, you'll *not* learn their names from me.
They cried, "We're bashful like, but you've more pluck.
More pay, or not a stroke more work's the word!
They're bleeding us—that's what we ought to say—
It's our last chance, and we've elected you
Spokesman, by right of seniority,
To go and give the master a mild hint
Our wretched wages must be raised to-morrow,
Or else each morrow will be holiday.
Are you our man, John?"

"Yes," said I, "of course,
I must do all that's like to help us all."

My lord, I never raised a barricade—
An old man that loves peace, and has small faith
In those black-coated gentlemen who bid
The blouses blaze away. Yet it seemed hard
To say them nay. I took the job and went.
He was at dinner, but they showed me up.
I told him of our straits and all the rest—
Rents raised and bread gone up, till we could bear
The strain no longer; figured out at length
His gains and our gains, by the balance proved
(Quite civilly) that he could well afford
To raise our pay. He heard me calmly out,
Cracking the filberts, and when I had done:
"You are an honest fellow, John, and those
Who pushed you forward played a clever game.
For you, John, I shall always have a place;
But let me tell you this, the terms you ask
Are downright robbery, and I close the works
To-morrow. They're a pack of lazy hounds,
Your demagogues, and you may tell them so
From me; that's all." I answered, "Very well, sir,"
And took my leave, sadly to carry back
His answer, as I'd promised, to my friends.
It set them all ablaze; they ranted, swore
Never again to enter the d—d shop,
And I—begad, I swore too, like my mates.
That night, I'll warrant, when they got back home,
And threw their few francs on the table down,

Some wer'n't o'er lively, didn't sleep quite sound
For thinking those poor coins might be the last
They'd see perhaps for many a day, and how
They must get used to starving. As for me,
It was a facer—I'm no longer young
Nor independent-like. When I got home
I took my two grandchildren on my knee—
My daughter died in child-bed, and the man
Who married her turned out a ne'er-do-weel—
And gazing on those innocent rosy lips,
Soon to be pinched with hunger—well, I blushed
For shame that I had sworn to stay at home.
But others were as badly off as I,
And as we workmen stick to what we swear,
I vowed to do my duty like the rest.
Then my old woman came in from her suds,
Bent double with a pile of dripping clothes.
I told my story, half afraid to tell her,
But she, poor dear, had not the heart to chide,
And never moved or looked up; then at last,
After a pause—it seemed an age—"Well, John,
You know that I'm a thrifty wife," she said;
"I'll do my best, but times are very hard,
And if we've got a fortnight's bread, that's all."
I answered, "It will all come right perhaps."
But in my heart I knew there was no hope,
Save turning traitor, and the ringleaders,
To make the strike last longer, would be sure
To keep sharp watch and punish runagates.

And famine came. Oh, sirs, you will believe me,
That never when the pinch was sharpest felt
I could have brought myself to be a thief.
The very thought had made me die of shame.
I make no merit of it; even one
Whom ruin stares in the face from morn till night
Can claim no grace for never giving way
E'en to one guilty thought. I make no boast;
But when, grown old in honest toil, I saw
My brave wife and my grandchildren, all three
Huddling and shivering round a fireless hearth,
Never, with these as tempters—children's cries
And women's tears—a live group turned to stone—
Never, I swear upon the Crucified,
Not in my darkest hour, did I conceive
The thought of theft—to skulk, to prowl, to grab,
Shoplifter, pilferer!—no, 'twere too vile!
Oh! if my pride is humbled, if I bend
Before you now a moment's space and weep,
It is because I see them, the loved faces,
Whom I was telling you about just now,
For whose dear sakes I did what I have done.

Well, at the first we made the best of it,
Lived on dry bread and put our things in pawn.
I found it hard. To us, you see, our room
Is like a cage; we cannot stay indoors.
Look you, I've tried since then what prison's like,
And, 'pon my soul, there is not much to choose;
And doing nothing in itself's hard work.
You wouldn't think it till you've had to sit
Perforce with folded arms, and then you find
You love the shop; its murky atmosphere
Of filings is the air you'd liefest breathe.

After a fortnight we were penniless.
I'd spent the time in tramping like one mad,
On and still on, alone, among the crowd—
The din of cities soothes and muddles one.
And staves off hunger better than a dram.
But once on coming home, about the end
Of a cold grey December afternoon,
I saw my wife, the children on her lap,
All cowering in a corner; and I thought
"Tis I am murdering them"; and when my wife
Said meekly, with a half apology,

"My poor old man, the pawnbroker won't take
The mattress, our last mattress; it's too old.
Where shall you go for bread now?" I replied,
"I'll go"; and, plucking all my courage up,
Determined to be off to work again.
And, though misdoubting my reception much,
Went to the tavern first, where I was sure
To find the leaders. What a sight! at first
I thought I must be dreaming. There they sat
Boozing, aye, boozing on, while others starved.
God's curse on those who paid their drinking score,
And so prolonged our lingering agony!
Let them hear once again an old man's curse!
As I drew near the toppers they looked up
And marked my bloodshot eyes and sunken head,
And partly guessed my purpose; but, in spite
Of scowling looks, I told them why I'd come—
Said, "I'm past sixty, and my wife's the same.
I've two grandchildren left upon my hands,
And in our garret, though we've room enough—
The furniture's all sold—we have no bread.
A workhouse pallet and the sawbone's knife
Are all a wretch like me can well expect.
But with the wife and bairns it's different,
So I propose to go back to the works—
Myself alone—but first must get your leave,
That none may have a right to slander me.
Look you, my hair is white, my hands are black,
I've been a smith these forty years and more;
Let me go back to the foundry, all alone.
I tried to beg, but could not. Let my age
Excuse me. One whose wrinkled brow is marked
By constant efforts of the hammer stroke
Cuts but a sorry figure begging alms
With outstretched brawny hands. I stretch these hands
To beg of *you* now. Would it seem unfair
The oldest should have leave to yield the first?
Let me go back to the foundry, me alone.
That's all: now tell me if this angers you."
One rose, came three steps forward from the rest,
And hissed out "Coward!" Staggering 'neath the shock,
I shivered, blinded by a rush of blood;
Then looked to see who my insulter was.
Tall, ghastly pale beneath the gaslight's glare,
Debauched, a haunter of low music-halls,
With love-locks o'er his forehead like a girl,
He sneered and fixed his mocking eyes on me,
And all the rest kept silence so profound
That I could hear my heart beat hard and fast.

Then all at once I clasped my forehead, cried,
"Right! They must die, my wife and little ones;
I will not go to work. But *you*, I swear,
You, you shall answer me for that word 'Coward';
We'll fight it out as we were gentlemen.
When? On the spot. *My weapons?* I've the choice;
By God, no other than the anvil hammer,
Lighter to *our* arms than the sword or pen.
Our seconds? You, my mates. Come, make a ring,
And, from the litter where they lie and rust,
A pair of sturdy sledges pick me out.
And you, vile mocker of grey hairs, be quick,
Off with your blouse and shirt and spit in your hand."
Then madly elbowing my way among
The crowd of onlookers, from off a heap
Of rubbish in an angle of the wall,
I chose two hammers, judged them at a glance,
And tossed the better weapon to my foe;
He still was sneering, but as if in play
He picked it up, and, standing on his guard,
"Come, come, old man," he cried, "don't get so hot."
I went straight at him—that was my reply.
The villain shrank beneath my honest gaze
As I approached him, swinging round my head
My work-day tool, my weapon for the fight.

No hound that crouches 'neath a master's lash,
And fawns with timid, deprecating eyes,
Had e'er a look so craven, so abashed,
As that tall bully, when he backed and crouched
Beneath the shelter of the pot-house wall.
Too late, alas! too late. A blood-red veil,
A mist of blood, came down and blotted all
Betwixt me and the terror-stricken wretch;
And with a blow—but one—I smashed his skull.

It's murder—a plain case; and I've no wish
To quibble, like your lawyers, and make out
A duel what was downright murder. No.
I murdered him; and, as he lay there dead,
His brains out-oozing, all at once I felt
Like one to whom is suddenly revealed
The whole immensity of Cain's remorse.
I stood there, hiding with my hands both eyes;
And when the others drew around, and laid
Upon me trembling hands, I waved them off
Without a struggle, saying, "Stand aside;
Let me alone. I doom myself to death."
They understood; and, taking off my cap,
I passed it round as one collecting alms,
Crying, "For wife and children, my kind friends."
That brought ten francs, which one has handed them;
And then I went and gave myself in charge.

So here you have a plain and true account,
And need not pay attention overmuch
To what those learned lawyers have to say
About my crime. And if I've troubled you
With these particulars, 'twas but to prove
That sometimes such a heinous deed as mine
Comes from a fatal chain of circumstance.
The little ones are in the workhouse, where
Grief killed my brave old help-mate. So for me,
Whether it's prison or the galley-chain,
Or even pardon, does not matter much;
But if 'tis death, I'll thank you heartily.

F. S.

BOOKS OF THE MONTH.

Archæology.

Byways in British Archæology. By Walter Johnson, F.G.S.
Cambridge University Press, 10s. 6d. net. 8

Christian Epigraphy: an Elementary Treatise, with a Collection
of Ancient Christian Inscriptions, mainly of Roman Origin.
By Orazio Marucchi. Translated by J. Armine Willis. *Cam-*
bridge University Press, 7s. 6d. net.

Biography.

St. Clare and her Order: A Story of Seven Centuries. Illustrated
Mills & Boon, 7s. 6d. net.

Botany.

Elementary Plant Biology. By J. E. Peabody, A.M., and A. E.
Hunt, Ph.B. *Macmillan*.

Botanical Experiments for Schools. By Ira H. Jackson, M.A.
Blackie, 1s. 6d.

Classics.

Themis: A Study of the Social Origins of Greek Religion. By
Jane Ellen Harrison, D.Litt. *Cambridge University Press*,
15s. net.

Silvulæ Academicæ: Verses and Verse Translations. By W. R.
Hardie. *Frowde*, 7s. 6d. net.

A Short Syntax of New Testament Greek. By the Rev. H. P. V.
Nunn, M.A. *Cambridge University Press*, 2s. 6d. net.

Commercial

Business English and Office Routine. By Arthur Mercer. *Harrap*,
1s. 6d. net.

English.

The Tudor Shakespeare: Henry the Eighth, edited by Dr. C. G.
Dunlap; A Midsummer Night's Dream, edited by Dr. J. W.
Cunliffe. *Macmillan*, each 1s. net.

- Marlowe's Doctor Faustus. Text of 1604. Edited by W. Modlen, M.A. *Macmillan*, 1s. 9d.
- Piers Plowman: A Comparison with some Earlier and Contemporary French Allegories. By Dorothy L. Owen, M.A. *Hodder & Stoughton*, 5s. net.
- The Cambridge History of English Literature. Vol. VIII: The Age of Dryden. *Cambridge University Press*, 9s. net.
- Letters of Robert Southey. A Selection. Edited by M. H. Fitzgerald. *Frowde*, 1s. net.
- Milton: Paradise Lost. Books III and IV. Edited by A. J. F. Collins, M.A., and S. E. Goggin, M.A. *Clive*, 1s. 6d.
- English Literature of the Nineteenth Century. By A. J. Wyatt, M.A., and Henry Clay, B.A. *Clive*, 2s.
- The Model Classbooks of English. By F. W. Chambers and A. J. Ker. Books I-II, Teachers' Edition; Book III, Teachers' Edition. *Blackie*, each 1s.
- The Junior Scientific Geography. By E. W. Heaton, B.Sc. Book V: The Monsoon Region of Asia. *Ralph, Holland*, 10d.
- Manual of English Literature. By Prof. Hamann Appelius, Berlin. 2.20 mk.
- Charles Lamb: The Adventures of Ulysses. Edited by A. C. Dunstan. *G. Bell*.

Fiction.

- The Revolt. By Putnam Weale. *Methuen*, 6s.
- The Charwoman's Daughter. By James Stephens. *Macmillan*, 3s. 6d. net.
- The Matador of the Five Towns, and other Stories. By Arnold Bennett. *Methuen*, 6s.
- Charity. By R. B. Cunningham Graham. *Duckworth*, 6s.

Geography.

- Across the Island Continent, 1s.; In search of the Southland, 1s. (Australia's Story.) *Frowde and Hodder & Stoughton*.
- Cambridge County Geographies.—Oxfordshire, by P. H. Ditchfield, M.A.; Breconshire, by C. J. Evans; West London, by G. F. Bosworth, F.R.G.S. With maps, diagrams, and illustrations. *Cambridge University Press*, each 1s. 6d.

Geology.

- The Student's Handbook of Stratigraphical Geology. By A. J. Jukes-Browne, B.A., F.R.S. Second Edition. *Stanford*, 12s. net.

Handwork.

- Educational Handwork. Intermediate Course. By J. L. Martin and C. V. Manley. *Blackie*, 1s. 6d.

History.

- War-Pictures from Clarendon: selections from the History of the Great Rebellion and Civil Wars in England. Edited and arranged by R. J. Mackenzie, M.A. *Oxford University Press*, 2s. 6d. net.
- The Restoration and the Revolution, 1660-1715. By Arthur Hassall, M.A. *Rivingtons*, 2s. 6d.
- The Making of London. By Sir Laurence Gomme. *Oxford University Press*, 3s. 6d. net.
- The Heroic Age. By H. Munro Chadwick. *Cambridge University Press*, 12s. net.
- Peeps at Delhi and the Durbar. By J. Finemore. Twelve full-page illustrations in colour by Mortimer Menpes. *Black*, 1s. 6d. net.

Mathematics.

- Principia Mathematica. By Dr. A. N. Whitehead, F.R.S., and B. Russell, M.A., F.R.S. Vol. II. *Cambridge University Press*, 30s. net.
- An Elementary Treatise on Statics. By S. L. Loney, M.A. *Cambridge University Press*, 12s.
- A Treatise on Analytic Geometry of Three Dimensions. By Dr. George Salmon, F.R.S. Revised by R. A. P. Rogers. Vol. I. (Fifth Edition.) *Longmans*, 9s.

Miscellaneous.

- Across the Bridges. By Alexander Paterson. New Edition. *Edward Arnold*, 1s. net.
- The Drama of Love and Death: A Study of Human Evolution and Transfiguration. By Edward Carpenter. *Allen*, 5s. net.
- The People's Books.—Botany (Dr. Stopes); Heredity (J. A. S. Watson, B.Sc.); Organic Chemistry (Prof. Cohen); The Principles of Electricity (N. R. Campbell, M.A.); The Science of the Stars (E. W. Maunder); Henri Bergson; The Philosophy of Change (H. W. Carr); Roman Catholicism (H. B. Coxon); Mary Queen of Scots (E. O'Neill, M.A.); Women's

- Suffrage (M. G. Fawcett, LL.D.): Shakespeare (Prof. Herford); Pure Gold: A Choice of Lyrics and Sonnets (H. C. O'Neill); Dante (A. G. Howell). *Jack*, each 6d. net.
- Herbert Strang's Library.—The Boy's Country Book; Adventures in the Rifle Brigade; The Life of Wellington. *Frowde and Hodder & Stoughton*, each 6d. net.
- Burlesques and Parodies. By G. H. Powell. *Heffer*, 1s. net.
- London Stories. Vol. I. *Jack*, 6s.
- All the Children of the People: A Study of the Attempt to Educate Everybody. By W. Hawley Smith. *Macmillan*, 6s. 6d. net.
- Is the Mind a Coherer? By L. G. Sarjant. *Allen*, 6s. net.
- Steamship Navigation. By H. T. Arnold. *Blackie*, 1s. 6d.

Modern Languages.

- Beaumarchais.—Le Barbier de Séville, and Le Mariage de Figaro. *Dent*, 1s. net.
- Voltaire.—Romans Choisis. *Dent*, 1s. net.
- Collection Nelson.—La Légende des Siècles. Par Victor Hugo (3 vols.); L'Avènement de Bonaparte. Par Albert Vandal (2 vols.) Each vol. 1s.
- Grammaire Pratique pour Le Français de France. Par Mme Valette Vernet. *G. Bell*, 10d.

Natural History.

- Reptiles, Amphibia, Fishes, and Lower Chordata. By R. Lydekker, F.R.S., J. T. Cunningham, M.A., Dr. G. A. Boulenger, F.R.S., and J. Arthur Thomson, M.A. Illustrated. *Methuen*, 10s. 6d. net.

Pedagogics.

- The Century and the School, and other Educational Essays. By F. L. Soldan. *Macmillan*, 5s. 6d. net.
- School Visits and Journeys: their Value and their Practice in Education. By Dr. Horace Figgott. *Dent*, 1s. net.

Philosophy.

- Outline of a Course in the Philosophy of Education. By Dr. J. A. MacVannel. *Macmillan*, 4s. net.

Readers.

- The Children of the Farm. By Clarissa J. Graves. *Marshall*, 6d.
- Oxford Industrial Readers.—A Day with Leather Workers; A Visit to a Woollen Mill; A Day in a Shipyard. *Frowde and Hodder & Stoughton*, each 8d.
- Oxford History Readers.—Book II, 1s.; Book III, 1s. 3d. *Frowde and Hodder & Stoughton*.

Reprint.

- Lamb's Tales from Shakespeare. *Blackie*, 1s.

Science.

- Outlines of Evolutionary Biology. By Dr. Arthur Dendy, F.R.S. *Constable*, 12s. 6d. net.
- Laboratory Problems in Physics. By F. T. Jones and R. R. Tatnall. *Macmillan*, 2s. 6d.

Technics.

- Amateur Joinery in the Home. By Dr. G. A. Audsley and Berthold Audsley. *Allen*, 4s. 6d. net.

Topography.

- "Beautiful England" Series.—Winchester, by Sidney Heath, illustrated by E. W. Haslehurst; The Isle of Wight, by Edward Thomas, illustrated by E. W. Haslehurst; Leinster, by Stephen Gwynn, illustrated by A. Williams; Ulster, by Stephen Gwynn, illustrated by A. Williams. *Blackie*, each 2s. net.

Verse.

- Selected Poems. Edited by H. W. Boynton, M.A. *Macmillan*, 1s. net.

EDUCATION IN THE PERIODICAL PRESS.

- Architecture, On the need for an English School of. *Architects and Builders' Journal*, February 21.
- Prof. Simpson's views on the new R.I.B.A. scheme.
- Arithmetic, The New Spirit in the Teaching of. *Schools and Scholars*. By A. S. D. *Morning Post*, February 23.
- "Arithmetic must preserve its cold austerity and reserve its smiles for the child who gets his sums right."

- Clinic, The School. Who should have Charge? *Hospital*, March 2.
- Commercial Teachers and their Employers. *Pitman's Journal*, March 2.
Leading article.
- Deaf, Education of the. *Hospital*, March 2.
- Dental Clinics, Urgent Need for. *Hospital*, February 17.
- Divinity Degrees at Oxford. By the Warden of Keble. *Guardian*, March 8.
- Divinity, Degrees in. *Times*, March 14.
Leading article on Archdeacon Cunningham's scheme contained in the same issue.
- Education Administration. *Local Government Chronicle*, February 24.
- Equality of Opportunity. Schools and Scholars. By A. S. D. *Morning Post*, March 8.
"Few teachers of any rank can believe very seriously in equality."
- Germany, Education in. *Morning Post*, March 7.
On the "battle over the aims and ways of secondary education . . . in Germany."
- How not to Educate. *Standard*, March 16.
Leading article.
- Ideal Inspector: a Modern View; Missionary of Methods. By A. T. Simmonds. *Daily Telegraph*, February 29.
- Indian Affairs. Dacca as an Educational Centre. *Times Educational Supplement*, March 5.
- India, Compulsory Education in. *Times*, March 7.
Views of Provincial Governments. "From our correspondent."
- Italian Reformatory, An. Schools and Scholars. By Charles E. B. Russell. *Morning Post*, March 1.
A comparison of an Italian Reformatory with English methods.
- King, Education of a. *Spectator*, February 24.
Deals with the Prince of Wales and Oxford.
- Local Administration: Secondary-school Figures. A comparison of English Counties. *Times Educational Supplement*, March 5.
- "Muzzling the School Doctor." *Hospital*, February 17.
A disclaimer of the statements in the article under this heading.
- New School. By W. Pett Ridge. *The Queen*, March 2.
- New Zealand University. *Times Educational Supplement*, March 5.
Long and vigorous letters.
- Open-air School in the Treatment of Tuberculosis. By Dr. G. A. Auden. *Sanitary Record*, February 23.
Read before the Society of Medical Officers of Health.
- Planning, Modern School. *The Architect and Contract Reporter*, March 8.
Leading article.
- Plastic Clay: How Bricks are made without Straw. A Modern Science Note. Education and Science. *Standard*, March 16.
- Public Schools, Our, and their Influence. By Sir Godfrey Lagden. *Nineteenth Century*, March.
See "Occasional Notes."
- Public Schools: Statistics for Five Years. *Times Educational Supplement*, March 5.
- Registration of Teachers: a new Professional Charter. Text of the Order in Council. *Times Educational Supplement*, March 5.
Also a leading article on above in same issue.
- Residential Colleges. By Edward Warren. *Architects and Builders' Journal*, February 28.
Read before the Royal Institute of British Architects.
- Royalty and the Universities. *The Field*, March 9.
Leading article. Historical. Founded on the arrangements for the Prince of Wales at Magdalen.
- Single-school Areas. *Times Educational Supplement*, March 5.
Leading article on the Bill on above.
- Technical Education? Shall I give my Boy a. By John Ritchie, Jun. *Scientific American*, March 2.
A series of articles dealing largely with the advantages of the various technical professions.
- University Education, Royal Commission on; The External Student; Fear of Extinction. By E. Graham Little. *Daily Telegraph*, February 29.
- Vision Test for Young Children, A Satisfactory. By Eleanor E. Bourne. *Medical Officer*, February 24.

EDUCATION IN THE NEW "ENCYCLOPÆDIA BRITANNICA."

By Prof. WILLIAM PHILLIPS.

A YEAR has elapsed since the Eleventh Edition of the "Encyclopædia Britannica" appeared, and its users have now had a fair opportunity of forming at least a partial judgment on those parts of its contents in which they are particularly interested. Most readers of this journal are more deeply concerned with the sections dealing with education than with any others. The number and nature of the entries treating of this subject, however, are so numerous and varied that it is not easy, even after a regular use of the work for many months, to discover all the possibilities of helpfulness it presents. Nevertheless, one can clearly see certain gaps that ought to be filled in the next edition, and it may not be premature to point out some of them now.

But before doing so, I should like to express gratification at the large and increased measure of attention that has been given to education in this edition. In the very helpful classified list of articles placed in the Index (Volume XXIX), I find reference not only to the main article on "Education" by Prof. Welton, Mr. Coore, and President Butler (this covers 38 pages), but also to sixty-seven others, some of which are of an exhaustive character. Take, for example, those on "Academies" by Mr. F. Storr, "Classics" by Dr. J. E. Sandys, "Deaf and Dumb" by Rev. A. H. Payne, "Examinations" by Messrs. Hartog and Watson, "Schools" by Mr. A. F. Leach, and "Universities" by Mr. J. Bass Mullinger and Dr. Gilman. One expected that, in a work like this, the subjects just mentioned would be assigned to specialists and be treated with accuracy and ability, but it was a pleasant surprise to find most of them also dealt with in such a fascinating manner. In addition to the general articles on "Schools and Universities," we get a large number of others on individual institutions. Furthermore, the articles on "Countries" and "States" include an account of educational systems and institutions. Thus, in addition to the six columns devoted by Mr. Coore (in his interesting general contribution) to "The System of Education in France," three more are given to similar topics in the general account of that country, besides the references to schools and colleges under various headings.

The editors of the Index very fairly point out (Volume XXIX, 879) that the items included in the classified list for each subject must necessarily be, to some extent, arbitrary. One is not surprised, therefore, to discover articles of the greatest educational importance not included in that list. Take one example only: under "Art" we get contributions, full of interest to the pedagogue, on the following amongst other topics: "Art Teaching" by Mr. Walter Crane, "Design" by Prof. W. R. Lethaby, and "Drawing" by Mr. J. R. Fothergill. In order, however, to keep these notes within reasonable limits, I must content myself with what has been already said on the important place given to "Education" in the new "Encyclopædia." But I must add that many of the Bibliographies appended to the various articles are very valuable.

Nevertheless, I feel that education even yet does not get its full share of attention in this "Encyclopædia." It seems to me that the following at least ought to have received fuller treatment than has been given to them: (1) theory of education, (2) methods of teaching various subjects, (3) educational biography, and (4) vocational instruction. I purpose adding a few remarks on each of these points.

(1) Prof. Welton's contribution, entitled "Educational Theory," is mainly historical and not theoretical. We have, as a result, an able and fresh treatment of many important theories, and the significance of some of these is made clearer by the setting in which they are placed than would be possible by any other method. But I cannot see any reason why space should not have been afforded also for an article of another kind on the Principles of Education, as was done in an earlier edition. One can confidently hope to find this deficiency supplied in the next edition, whenever it may appear.

A critical account is also needed of certain popular doctrines, such as education according to Nature and the theory of "Recapitulation." Brief references are made to the former, and the bearings of the latter are treated with fullness in regard to several questions, but not to education. A concise article on the present position of the vexed problem of Mental Training ought certainly to have been included. The manner in which this topic is now examined inevitably suggests the place of Experiment in Education. The latter, so far as my search has gone, is entirely ignored in this work. The amount of space given to "Experimental Psychology" also seems quite inadequate.

(2) The articles on such subjects as "Arithmetic," "Algebra," and "Geography" are elaborate, but the pedagogical aspects are not deemed worthy of much attention. The writer (Dr. Shepard) on the first of these subjects gives proofs of his interest in its pedagogical and logical phases, and appends a carefully selected list of the best books on the methods of teaching it. But, unfortunately, he either did not wish, or was not asked, to discuss arithmetic from the teacher's standpoint. This, of course, is not to say that the article will not prove, from another point of view, of great value to all teachers. In the same way, a generous amount of space is devoted to Algebra (42 pages), and "Geometry" (61 pages), but no part of it is allotted to the methodology of those branches. This is also true of "Geography." Twenty-five lines are given to "Learning of Grammar of Foreign Languages"! Similarly, the article on "Classics" gives no account of certain important reforms that have of late years been introduced into the teaching of Latin and Greek, and in particular the re-employment of the conversational method is ignored. Little consideration is given to the pedagogic problems that arise with regard to "Modern Languages."

I anticipate that more than one reader will be strongly inclined to think that it is unreasonable to ask for a pedagogical treatment of these subjects in a work intended for general use. I might reply by pointing out that the majority of the subscribers are probably teachers or officers in educational institutions, but I shall only say (a) that certain other sciences are treated in an exhaustive way, and since education in its various aspects is at least of equal importance to some of these, and certainly of more general interest than most, it should have received a full share of attention; (b) I might quote the words of the Index-makers and affirm that "any encyclopædia worthy of the name must take all knowledge for its province"; (c) as a matter of fact, the pedagogic point of view is adopted here and there in the work, but it is difficult to determine on what grounds either its adoption or rejection is determined. The principles underlying the teaching of "Drawing" are treated in an article on that subject: why, then, should not the same treatment be applied to "Music"? The methods of teaching certain subjects to the deaf are discussed; why should the problems of instructing normal children be ignored? It must be a mistake to give sixty-one pages to "Geometry," and not to include at least a summary of the most generally accepted views now held on the best methods of teaching it. The ignoring of pedagogic problems is a loss and a mistake.

(3) Under "Education," the classified list includes 104 Biographies, and these do not exhaust the number of persons, important for one reason or another in the history of our subject, concerning whom information is given in the work. As examples, let three be mentioned—Sir Thomas Elyot, Francke, and Vives. It is difficult, however, to account for certain omissions. For instance, I cannot understand why Richard Busby should have a biography, but not Richard Mulcaster, or why Guarino da Verona should have an article assigned to him, but not David Stow, Samuel Wilderspin, Tuiskon Ziller, and other interesting figures. Strangely enough, however, some of the most important writers on education receive the least adequate notice. After making all allowances for the difficulty a contributor must experience in writing articles for such a work as this, that shall be at the same time reasonable in length and comprehensive in character, I still cannot see why Prof. Saintsbury, for example, in

dealing with Rabelais, Montaigne, and Rousseau, did not bring out more fully the significance of their educational views—especially those of Rousseau. The unsigned article on "Pestalozzi" is much too brief. Mr. Quick's article on "Froebel," and the bibliography that follows it, are more satisfactory; it is, however, practically a reprint of the one that appeared in the ninth edition. To Locke's views on education only half a column is devoted. But the educator most sadly neglected is Herbart. The article on him is written by Prof. James Ward, and every reader would have welcomed a statement and a criticism by him of Herbart's educational theories. We get a concise account of the latter's philosophical doctrines, and a bibliography in which special attention is paid to pedagogical books, but of educational theory—nothing. Other instances could be given to illustrate what seems a lack of appreciation of the very wide and increasing interest taken in the educational views of the great philosophical writers.

It is needless to say that Prof. Welton, in his article, discusses the place of many of the above in the development of educational opinion, but it did not fit into his scheme to include biographical or detailed matter as well. It is obvious that the "Encyclopædia" will have to revise and extend the section of educational biography.

(4) Sir Philip Magnus's article on "Technical Education" is comprehensive, fair, and, of course, well informed, but slightly infected, perhaps, by his views on mental and manual training. It did not, however, fall to his share to discuss in detail all the principles entering into vocational (commercial, industrial, technical) instruction. The writer deals with some of them in an adequate way, but others he has no room to include. The "Encyclopædia" in other places contains a very large amount of information on these and related matters, but it is found under scores of headings, and, unfortunately, the main index too often omits the sub-heading "Education." I take two instances of this latter point. The provision made for agricultural education is treated in many places, but most fully (a) in Vol. I, +13-4, and (b) Vol. I, +20-2; but (a) is not indexed under "Agriculture," except as "subsidies to agricultural education"; it is included under "Education"; (b) is not indexed under either of these heads. Brief accounts, too, are given in the main article, "Forestry," of the provision made for instruction in that subject in Germany, France, Great Britain, and the United States, but these are not indexed under "Education," "Forestry," or the countries named. One wishes, therefore, that not only somewhat more attention should be paid to these and other branches of vocational instruction, but also that the entries referring to them should regularly appear in the Index under the heading of the industry or vocation concerned, or under "Education."

It would have been an advantage if we had had a fuller account of the arrangements made for supplying such instruction in a few typical populous centres. In particular, I should have liked to have had more and better arranged details concerning the numerous steps taken within recent years in this direction by the London Education Committee.

Conclusion.—Although something might also be said of the claims of "School Architecture" and "School Hygiene" for more consideration, yet I prefer to conclude with a very cordial expression of appreciation of the great service the eleventh edition of this "Encyclopædia" has rendered to education, and with a repeated recommendation of its many able articles to the notice of those readers who have not so far studied them. Only, I ask for "more" in the twelfth edition!

THE Gilchrist Trustees have resolved to grant an Annual Studentship in Geography of the value of £100 for advanced work in geography. Applicants must have had experience as teachers in the subject, and make a declaration that they will continue to teach it for not less than two years after the expiry of the studentship. Applications must be sent to the Hon. Secretary, Geographical Association, 40 Broad Street, Oxford, not later than April 25.

CORRESPONDENCE.

LOCALS AS A TEST OF SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Commenting on a letter which I wrote to the *Times*, you say that you would like to know whether I consider the number of passes and distinctions in the Cambridge Locals to be any test of the comparative merits of schools. Assuming that by "passes" you mean passes in individual subjects, I should say that the results of any general examination (whether Joint Board or Locals) is as good a test as any examination test can be of the merits of the teaching far better than scholarships, army successes, or the like. The latter depend almost entirely on the material secured and only to a small extent on the way in which the material is handled. Thus open scholarships can hardly be gained in any numbers without good entrance scholarships at one end and good leaving scholarships at the other. Army successes depend very largely on whether the school has a good connexion in the class which sends its sons into the Army. Such considerations only affect in a minor degree the results of general examinations, and so far these results are a better test. But, inasmuch as these considerations affect all results to a certain extent—the ordinary leaving age of a school, for instance, will naturally determine the number of Higher or Senior certificates that can be gained—I deprecate all attempts to compare schools by their "successes," and I regard the practice of advertising them as exceedingly mischievous. I advocate the practice of examining whole forms by some external body for a different reason—viz., that it enables the authorities and others who are interested in a school to see how far the standard of the work is maintained or improved from year to year.

You also wish to know the proportion of schools in which a whole form is sent in. I also should like to know, but meanwhile I may refer you to page 53 of the Report, where it is stated that the Committee was furnished by the Board of Education with a return covering the whole of the secondary schools aided by the Board. This, we are told, showed that there are "large numbers of schools" in which such examinations are taken by "forms as a whole." It may be noted that, on the same page, speaking of a closely connected subject, the Committee go on to say that the number of schools in which an excess of competing examinations is allowed is "fewer than we should have anticipated." This remark suggests to me that, if the Committee had been more catholic in the selection of its witnesses, the picture drawn in the Report would not have been quite so lurid as it is.—I am, &c., F. H. COLSON.

Cambridge, March 14, 1912.

A CORRECTION.

To the Editor of The Journal of Education.

SIR,—In a little paper of mine on "Schools and Universities," which was printed in your January number, there is a misstatement to which Mr. Gerrans has kindly drawn my attention. I said that the Oxford and Cambridge Local Examinations still do not confer any exemptions from Preliminary Examinations except at their titular Universities. The fact is that a Senior Local Certificate in the necessary subjects is now accepted at every University. I regret that my information was not up to date and that I have to ask you to insert this correction.—I am, Sir, yours faithfully,

Westminster, March, 1912.

JAMES GOW.

Dr. Gow's correction should have appeared in February; but, by some mishap or oversight, it failed to reach the printers.—ED.

CONGRESS OF THE UNIVERSITIES OF THE EMPIRE.

To the Editor of the Journal of Education.

DEAR SIR,—In a notice of the Congress of the Universities of Empire in your number for this month, there is a slight misstatement which might possibly lead to disappointment. The

Congress will not in any sense be open to the public, but those who wish to listen to its discussions and to enjoy various privileges in connexion with it may submit their names to the Executive Committee, with a view to their admission as associate members. As you rightly state, a fee of 10s. 6d. will be charged to those who are admitted to associate membership.—Yours faithfully,

University of London.

ALEX HILL.

March 11, 1912.

A MID-TERM HOLIDAY.

To the Editor of The Journal of Education.

SIR,—In the "Occasional Notes" of the March number of *The Journal of Education* you mention the suggestion of a holiday in elementary schools for a few days or a week about the end of October. It may not be known to you that such a holiday has been given in Liverpool schools for some years past. Originally tried as an experiment, it was such a success from the point of view of the health of both teachers and children, that it has ever since been continued and has become an established custom. Among the children it is known by the pretty name of the "teachers' rest week."—Yours faithfully,

LOUISA BROWN (Manager of Elementary Schools).

St. Michael's Hamlet, Liverpool.

March 9, 1912.

PLAYS FOR SPEECH DAYS.

To the Editor of The Journal of Education.

DEAR SIR,—I shall be glad if I may use your columns in order to solicit suggestions for English plays suitable for performance on speech days. We have tried lately, and I think successfully, adaptations of "A Christmas Carol" and "A Midsummer Night's Dream," and whatever experience I have gained in their production is freely at the service of any one desiring it. At the same time, I shall be most grateful to any head master who can help me by sending a post card containing the names of any plays which he has found suitable for such entertainments.—Yours truly,

Dr. Morgan's School, Bridgewater.

W. E. CATLOW.

COLONIAL AND FOREIGN NOTES.

GERMANY.

THE text of a new School Bill for the Kingdom of Saxony—to supersede the School Law of 1873—has been published. The Bill will be amended in its passage through the Landtag, the first draft suffices for our purpose, which is to exhibit modern tendencies in education. We observe at the outset that regard is had to variety of local conditions. The Bill supplies, as it were, a framework, within which some measure of freedom is allowed. Thus it is left to the local community to decide whether it will establish a general *Volksschule*, or several kinds: a simple, a middle, and a higher. In religious matters the sectarian (*konfessionell*) character of the school is maintained. The Bill lays down that, in districts where the inhabitants are of different confessions and sectarian schools for the minority exist, the children must attend the schools of their own confession. If there is no separate school of the minority, they must go to the local public school. From the religious instruction in such a school they are exempt, but provision must be made, so as to satisfy the authorities of their Church, for instructing them according to the doctrines of their own confession. "Die gesammte Erziehung des Kindes soll auf fester, sittlich religiöser Grundlage ruhen"—the whole education of the child must rest on a firm moral and religious basis.

Private tuition as a substitute for the teaching of the *Volksschule* may be given only by men or women teachers who have passed examinations prescribed by the State. *Private schools may employ none but such teachers.* The maximum number of pupils in a class is reduced, in the case of simple *Volksschulen*, from sixty to fifty, in the simple *Volksschulen* which tax the teacher most—that is in those with only two teachers and four classes—never more than eighty children may be assigned to one teacher, so that no teacher will have to instruct more than forty at once. These reductions in the size of the classes impose heavy financial burdens on the local communities, and some grace of time is allowed in the enforcement of them.

The supervision of religious instruction belongs to the Church.

With Supervision.

It will be exercised in general by the local clergyman (*Ortspfarrer*); where there are several such clergymen, the higher Ecclesiastical Authority will determine the supervisor. The supervising clergyman is entitled to be present at the religious instruction; but during it he may make no comments, and if he has objections to raise, he must raise them not directly to the teacher, but through the district school inspector. As to general supervision, a noteworthy change is introduced. Formerly, in small schools to which no regular head master was appointed, the clergyman had the right to supervise. This right is now abolished, and the principle of *fachmännische Schulaufsicht* (supervision of schools by those whose business is education) is recognized. The internal management of schools with a head master lies with him; of schools without a head master, with the district school inspector.

But the most striking innovations made by the Bill relate to Continuation (*Fortbildung*), a term to which

With Continuation.

Attendance at continuation classes is now made obligatory for girls, as well as for boys. Exemption from the obligation to attend will be restricted as much as possible. The instruction is to be of such a nature as to chain the interest of older pupils, and it must be brought into relation with their daily activities. In the foreground are put, for boys, vocational knowledge and civics; for girls, domestic economy. For both sexes higher teaching in German, and arithmetic is to be provided; the girls must have also special instruction in the subjects most useful to them as wives, mothers, or independent bread-winners. In all schools, if the local communities can make the necessary arrangements, physical exercises and games are to be carried on. In addition to subjects obligatory everywhere, the introduction of a number of others according to local choice is contemplated. This adaptability to local wants is, indeed, one of the most noteworthy features of the Bill. It is even left to the local communities to decide whether they will exact school fees or not.

Enough of the Saxon Bill. The German Universities are laying increased stress on pedagogy. At Jena Prof. Rein lately announced to the University Pedagogic Seminar that, for the future, pedagogy might be taken as an independent principal subject (*Hauptfach*) in examinations for the doctor's degree. Hitherto pedagogy and philosophy have formed one subject. This winter Tübingen founded a Pedagogic Institute, which is under the control of Dr. G. Deuchler, a pupil of Wundt. The establishment of the Institute is connected with the admission of the primary teachers of Württemberg to study at the University. It is reported that the courses are already well attended. In the summer half-year three laboratories for experimental pedagogy will be organized. Tübingen may yet rival Jena in illuminating the teacher. As to the Universities in general, Leipzig alone has an "ordinary" (*ordentlich*) professor of pedagogy; Berlin, Jena, München, and Tübingen have only "extraordinary" professors; whilst elsewhere *Privatdozenten* or the professors of philosophy lecture on the subject.

The practical teacher is often confronted with the problem—what is to be done with a left-handed child? At Berlin in the *Gemeindeschulen* there are 9,265 left-handed children. German science observed that in 62 per cent. of the cases the peculiarity was inherited. Dr. Schäfer, a School Medical Officer, maintains that the natural tendency should be respected, and that left-handed children should write, draw, and do manual work with the left hand. At present, owing to constraint, the amount of left-handedness decreases as the higher classes are reached. For some reason the proportion of the left-handed is greater among boys than among girls.

FRANCE.

Moral Congresses beget Moral Societies, and Moral Societies have their fruits, as we hope, in Moral Action, or right-doing. With March was born at the Sorbonne a new league, the French League to promote moral education. The moral value of the man should be, it is now agreed, a main concern of the school, and not only of the school but also of all parties and factions to whom the native land is dear. The little company that met at the Sorbonne, under the presidency of Pastor Ch. Wagner, has made it its task to co-ordinate in France the various agencies which seek to further the moral welfare of the young. The League will enjoy the patronage of M. Raymond Poincaré, who, before becoming President of the Council of Ministers, had joined actively with Pastor Wagner and M. Ferdinand Buisson in planning the association.

Une Ligue pour l'éducation morale.

Morality is incumbent on parents as well as on children. One

Isolation after Sickness.

of the most immoral acts that a parent can commit is to send to school a child who is in a state to communicate sickness to other children. The *Bulletin administratif*, No. 2,015, publishes a decree relating to the periods of isolation for children in public schools who have been suffering from some contagious disease. We give, these being the newest rules, the times of exclusion, for the common disorders. *Diphtheria*: thirty days from the time of clinical cure as established by medical certificate. *Varicella*: forty days from the beginning of the illness; but readmission to school is to be granted only on the production of a medical certificate that there are neither scabs nor scales left, and that the pupil has had a bath. *Scarlatina*: the same precautions. *Measles*: sixteen days. *Mumps*: twenty-one days. *Whooping-cough*: thirty days after the complete cessation (established by medical certificate) of the convulsive fits of coughing. *Varicella*: sixteen days from the beginning of the illness. *Typhoid and Paratyphoid Fever*: twenty-eight days from the cure as established by medical certificate. *Dysentery*: the same. *Cerebro-spinal meningitis*: forty days from the time of clinical cure as established by medical certificate; but readmission is to be dependent on an attestation that the child is free from chronic coryza following on the illness. In all cases if the sick child has not been isolated at home, his brothers and sisters return to school, if they have a clean bill of health, at the same time as himself. If he has been isolated, they return after exclusion for the period of incubation of the disease plus two days: in *diphtheria*, fifteen days from the isolation; *varicella*, eighteen days; *scarlatina*, eight days; *measles*, eighteen days; *mumps*, twenty-four days; *whooping-cough*, twenty-one days; *varicella*, eighteen days.

When pedagogues go hence, the space allotted to them on the roll of fame is no measure of what their real importance has been. Late in February there

Of two Dead Pedagogues.

died at Versailles M. Théodore Lévi-Alvarès, in his ninety-first year. He was the son of David Lévi-Alvarès, who established in 1820 the "Cours d'éducation maternelle"—courses, preparatory, elementary, secondary, and higher, for girls—which he carried on down to 1868. His work was continued by his son until 1890. The "Cours Lévi," and the books issued in connexion with them, had for seventy years much influence both in France and abroad. It was David Lévi-Alvarès who, in the twenties of the last century, corrected for us and his countrymen common mistakes in French (such as the use of *coléreux* for *colère*) by means of "Les omnibus du Langage." Théodore had such vigour of mind, so keen an interest in education, that at the age of eighty-seven he began to publish volumes in which his father's memory was to be preserved and the principles of the "Cours Lévi" put on record. Two volumes appeared, the first with a preface by M. Compayré, the second introduced by M. Gabriel Monod; death cut short the preparation of a third. But the best work of the two pedagogues was done by oral teaching, not through books. It has not perished. M. Duruy, when he was dealing with public secondary education for women, studied the methods of the "Cours Lévi," and the girls' *lycée* of to-day bears still an impression got from that old private enterprise.

DENMARK.

In the Spartan days the head master of a public school, being informed that an old pupil of his was a great opponent of corporal punishment, observed thoughtfully: "Yes—yes; he would be. He took nothing away from us but weals." It would seem as if the Danish teachers had sent forth too many pupils of this sort. At any rate, they have had to repel a hot attack made upon them—it was the Socialist Deputy Sabroe that led it—for their use of corporal punishment. They replied with dignity that it was a duty to maintain discipline with such means as were placed at their command, and that they must employ this form of punishment until society should provide them with a better. The Minister of Public Instruction also defended them, and upheld their weapon. The necessity of corporal punishment is always to be deplored; its use is condemned most loudly by those who have suffered it most frequently. Yet the weals should be as few as possible. Moreover, a first recourse to the discipline of pain should be cautious and tender: "how ill we use the twig," says Jean Paul, "which must afterwards be thickened to a stick."

UNITED STATES.

We relate with pleasure that, in accordance with a resolution of the English Round Table of the National Education Association, a National Council of Teachers of English has been formed; and we have already received No. 1, Vol. I, of its organ, *The English Journal*, which is

English.

devoted to the discussion of English work in schools. The *Journal* (published by the University of Chicago Press) contains some interesting statements as to the usage that English receives in the United States. In the small high schools it is a common practice of the Superintendents to engage specialists to teach languages, the sciences, and mathematics, but to distribute the English classes among such teachers as have one or two hours to spare. Statistics collected from 112 high schools show: in Latin, one teacher for every 83 pupils; in history, one for 107; and in English, one for 136. The teachers of English have often had no special training, they have little "class-consciousness," and they do not co-operate in arranging the work of the school.

The Seventy-fifth Annual Report of the Massachusetts Board of

Vocational Schools in Massachusetts.

Education contains an interesting section on vocational schools. "The State-aided vocational schools of Massachusetts are designed to fit persons above fourteen years of age for useful work in the shop, in the home, or on the farm, but not for service in business or in the professions. Such schools are supported jointly by the communities in which they are located, and the State, the former building and equipping the schools, and the State refunding one-half the cost of the work." It is estimated that for the year 1911-12 there will be a total registration of more than 7,000 pupils in not less than forty State-aided vocational schools. There are at present approved schools in thirteen cities and towns in the State. Investigations as to the need and the kind of vocational schools which should be established are being made in many places. The Report advises a widespread introduction of vocational training—at first in an unambitious form. One of the best plans, it is found, is to begin with small evening classes held in regular school buildings. Massachusetts has made relatively more progress with all-day and evening than with part-time classes, though even now a few excellent schemes of co-operation between school and shop are being carried on for the further training of the young wage-earner.

The connexion between vocational instruction and the problems

Child Labour.

of child labour has not escaped notice in the United States. It formed the principal subject of discussion at a recent conference held at Louisville. The exploitation of children in the Southern States is an evil that many righteous Americans are striving to remedy. At some the Bishop of Oxford's proposal is worthy of very great attention. He would have the State fix the number of hours that a child may work, and a certain number of them spent in the continuation school. In the United States nearly all the Legislatures of the country, as the New England *Journal of Education* reports, will have the same Child Labour Bill presented to them at their next session. The bill was drafted at the National Conference of Commissioners on Uniform State Laws in Boston last autumn. The first section of the proposed uniform law forbids the employment of children under twelve years at certain trades, as is already done in eighteen States and in the District of Columbia. Section 2 provides that it shall be unlawful for any person, firm, or corporation to employ, permit or suffer to work any child under fourteen years of age in any business or service whatever during any of the hours when the public schools of the district in which the child resides are in session. Sections 3, 4, and 5 forbid the employment of children under sixteen years of age in certain occupations—notably in or about machinery, saws, planers, printing presses, steam boilers, or upon any boat or vessel in navigation or commerce; also in factories where poisonous acids are used, paint shops, mines, tobacco shops, or in other occupations as determined by the State Board of Health.

We are occasionally asked—who are now the best writers on

Educators as Writers.

education in the United States? The question is somewhat embarrassing. If you want high philosophy and finished workmanship, go to President Butler of Columbia. If your quest is for thoughtful studies of education in its administrative aspect, try Dr. Snedden, Commissioner of Education for Massachusetts. If you like scholarship and virile English, combined with journalistic dash, Prof. Shorey of Chicago is your man. "And President Stanley Hall?" you ask. We are mute. If you would have Prof. Shorey's views on President Hall, you can get them, and much amusement, in the February number of the *School Review*; he leaves—perhaps unintentionally—an impression that the President's only business with education is to get some. We may take a hint from one sentence of the article. Of President Hall's book, "Educational Problems," Prof. Shorey writes: "penetrating and suffusing all is the steaming miasma of his morbid preoccupation with sex."

CAPE OF GOOD HOPE.

The *Education Gazette* (xi, 18) contains an interesting account of the provision made for practical education in the Province. We give the paragraph relating to Trade Schools: "Provision for Government-

Trade Schools.

aided trade schools for European pupils was made in 1893, when a regulation was passed by Parliament enabling the Department to make grants to institutions founded for the training of indigent and neglected white children, just as in the past support had been given to native industrial institutions. As a result of this legislation Trade Schools for boys have been established at Uitenhage, Stellenbosch, Cape Town, Adelaide, and Worcester; and some idea of the work carried out will be gained from the fact that 272 apprentices are being trained in one or other of the following trades: Blacksmith-work, bookbinding, carpentry, farming, gardening, masonry, printing, shoemaking, tailoring, and waggon-making. In the case of white girls three industrial schools have been provided—viz., Grahamstown, Graaff-Reinet, and Wellington. In these institutions house-work, dressmaking, and laundry-work are taught, the number of girls under training being 124. There is also a spinning and weaving school at Port Elizabeth with 35 students, but so far this work has not obtained a sure footing in the Province."

SAFE NOVELS.

John Temple. By RALPH DURAND. (6s. Macmillan.)

It is an agreeable surprise to find a historical novel that covers entirely new ground. We must confess that we had never heard the name of Francisco Baretta, yet the author can justly claim that he was an adventurer worthy to rank with Cortes and Pizarro. Sent in 1569 on an expedition to the land of Monomatapa, now Mashonaland, to take possession in the King of Portugal's name of the gold mines of Masapa, believed to be the land of Ophir, he perished in the quixotic quest. In the novel he is a minor, though heroic, character. John Temple is a purely imaginary character, but the mutiny on board the vessel, which is despatched from Goa to relieve the expedition and the march across country of the shipwrecked crew, in which he plays the leading part, follows closely the Portuguese archives; and of perils by sea and land, galley slaves, cannibals, and scheming Jesuits there is enough to satisfy the greediest appetite. The map at the end is a fraud.

A Newnham Friendship. By ALICE STONACH. New Edition. (3s. Blackie.)

We are glad to see that this story of life in a woman's college has reached a new edition. In spite of the title it is not a *roman à chef*, and we would give it to an intending college student as the most faithful presentment we know of the social life at Newnham or Girton, Somerville or Lady Margaret's.

Prisoners' Years. By I. CLARKE. (6s. Methuen.)

A well contrived and well written story which turns on the conversion of the hero to Catholicism, the consequent breaking off of his engagement, and the final reconciliation brought about by the conversion of the heroine. But it is not, as might be inferred from this skeleton of the plot, a propagandist novel, and there is no fear that it will lead any youthful reader to 'vert. The weak point about it is that the heartlessness of the heroine at the beginning, who quarrels with her fiancé for befriending a dying monk, forfeits our sympathy, and we are not made to feel that her change of religion changes her cold-blooded nature.

Twinkle. By ARTHUR H. HOLMES. (6s. Duckworth.)

We should judge from internal evidence that this is a first novel by a novice. It is crude and ambitious, though not without promise. "Twinkle" is a compound of Peisistratus Caxton and Mr. Brooke of Tipton. He discovers for himself a new philosophy or religion which is as old as the hills, "to be oneself," as he phrases it, distinguished from pure egotism in so far as he is willing that his children should follow the same rule of life and be themselves. The plot, if it can be called a plot, turns on the self-sacrifice of the wife, a new Alcestis with the sexual element emphasized, as the up-to-date novel demands. The style, too, shows the affectation of youth and needs pruning. "He made horrid noises when eating his soup, just as if he had been afraid of being a grace before his meat, to quote, for the nonce, one of those authors whose books taught how tough a thing every kind of goodness could be."

The Chink in the Armour. By Mrs. BELLOC LOWNDES.
(6s. Methuen.)

"The vast majority of intelligent, cultivated English and American visitors to Paris remain quite unaware that there is within half an hour of the French capital such a spot as Lacville." The reviewer is one of the majority, and he is not encouraged by Mrs. Lowndes's novel to ask at the Gard du Nord for an *aller et retour* by one of the 120 trains that daily convey Parisians to this paradise of delight with its lake and its forest and its casino. The casino is the centre of the plot, and of the two leading characters, an English and a Polish widow, one is murdered and the other drugged, escaping by the skin of her teeth. The *dénouement* has been foreshadowed by Mme Cagliostro, a Paris fortune-teller, whom the two friends consult before they walk into the net. Mrs. Lowndes knows France as well as she knows England, if not better, and her Frenchmen, especially the hotel-keepers, are true to the life. The Macbeth couple are cosmopolitans and smack rather of transpontine melodrama.

Fire in Stubble. By Baroness ORCZY. (6s. Methuen.)

A historical novel of the times of Charles II, in which Titus Oates and My Lord Rochester, Mme de Montespan and the Archbishop of Paris figure, but the story is pure fiction and we could not honestly recommend the novel as an aid to historical study. The plot is cleverly contrived and the interest never flags. The Earl of Stowmaries has been calf-wedded to Rose Marie, only daughter of M. Legros, tailor in chief to his Majesty Louis XIV. The match had been contracted twenty years before the story opens by the Earl's dissolute parents to raise the wind. Come to man's estate and his title, the Earl falls in love with an English Delilah, and tries to get the child marriage annulled, but the tailor is one too many for him, and by a bribe of 200,000 francs procures from the Archbishop a confirmation of the marriage by the Pope. The Earl's counter-move is by a bribe of £120,000 (money flows like water) to induce his cousin, a dare-devil desperado (who turns out the hero of the novel), to impersonate him and go through the marriage ceremony at Paris. The plot is further complicated by the fact that the cousin is a rival claimant to the title. He first hoists the Earl with his own petard, the shameful bribe that he has accepted, and then redeems his fame by taking his cousin's place in the dock when the Earl is arraigned on a charge of high treason.

We will not betray the *dénouement*. Rose Marie is a winsome maiden, and her alternatives of love and hate, Catholic loyalty to the unknown husband, whole-hearted surrender to the gallant impostor, and the revulsion of feeling that follows the discovery, are portrayed with rare skill. We hope that "Fire in Stubble" may have the same sequel as "The Scarlet Pimpernel."

Hieronymus Rides. By ANNA COLEMAN LADD.
(6s. Macmillan.)

Given a man with a dual personality, knight and Court Fool by turns, with a purse of Fortunatus and the nine lives of a cat; given also a ubiquitous chaplain who has seen this man's goings out and comings in and knows all the secrets of his heart—if we are prepared to accept these somewhat extravagant conventions of the romancer we shall relish a thrilling narrative of episodes in the last half of the fifteenth century. Hieronymus is the illegitimate son of the Emperor Frederick the Fourth by a gipsy mother, and is brought up by his putative grandfather, a Bohemian alchemist, whose only daughter the Emperor had seduced. The wizard dies or poisons himself as his house is being searched by the mob, and bequeaths his Nibelung horde to his grandson on trust. This is the Fortunatus purse. It is needless to give a catalogue of his subsequent adventures. Enough to say that wherever fighting is going on—in Cyprus against the Turks, in Spain against the Moors—he is in the thick of it. In the intervals of fighting he is by turns a University student, an anchorite, a royal envoy, and a Court jester. Love, too, plays a large part in his life, but it is always a platonic love. He marries a gipsy girl whom he has rescued from slavery, but she dies as the priest is blessing them. He loves Marie of Burgundy and endures the rack to save her honour. He loves a Tuscan lady married to a Milanese nobleman, but it is the love of Dante for Beatrice. The end is finely conceived. For a day the Emperor Maximilian makes over to his Court jester the crown of empire, not in jest but in solemn earnest. For one day Hieronymus is a king and every inch a king, hearing the cause of widows and orphans, delivering innocent prisoners, and rebuking evil councillors, and he ends one day of glorious life by inviting the assassin's dagger intended for his brother, the Emperor. It is a splendid romance, and the vividness of the description makes one forget or pardon the wild improbabilities and the supermanity of the hero.

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OCCASIONAL NOTES.

IN the awful disaster that has desolated hundreds of homes and saddened two great nations there is consolation in the thought that of all on board, from the millionaire to the third-class emigrant, from the captain on the bridge to the stoker in the hold, it may be said "he nothing lowly did or mean upon that memorable scene." It may be noted that far the best account of the wreck that has yet appeared is written by a schoolmaster, Mr. Lawrence Bessley, sometime Science Master in Dulwich College.

IT was clear that Sir George Marks's Education Acts Amendment Bill would not find its way to the Statute Book. The Board of Education preserved an absolutely non-committal attitude towards it. The fate of the Bill depended upon the decision of the Government with regard to its financial clauses. Questioned on the subject, Mr. Pease replied that the Government reserved a free hand in regard to the finance of a measure for which they were not responsible. He added that it was quite impossible for the Government to say what their attitude towards the Bill would be before it had left the Committee. It appears then that, if the Bill had obtained the support of an overwhelming majority, the Government might have consented to accept its provisions; but on the first substantive clause the Committee were equally divided, and it was lost by the casting vote of the chairman. We cannot but feel that it would have been more dignified for Mr. Pease to take a definite line and either approve or disapprove the Bill. It is for the Minister of Education to take the lead in matters of educational legislation.

AMONG the many proposals that appeared in newspaper columns as regards the Single School Area Bill, the one that on the face of it seemed to have the most in its favour is that children should go to churches, chapels, or other rooms provided by the religious authorities for the instruction in religion that the parents may demand. But, when the proposal is examined, its weakness is easily demonstrated. It is true that instruction according to the Code need no longer be confined to lessons given in the school buildings. Visits to museums, swimming baths, playing fields, count as part of the day's work. And so it might seem that visits to a church or chapel could be included in the time-table. But practical difficulties come in. Attendance could only be secured if the children assembled first at school and then marched with their teachers to the outside place of instruction. And in many parishes half the morning would be wasted in going and coming.

IF we could imagine that such a scheme were ever carried out, the result would probably surprise those who talk solemnly of the rights of parents to decide upon the religious instruction of their children.

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THE Education Estimates of this year provide the sum of £60,000 for the medical treatment of school children in England and Wales. The Board of Education have now issued regulations under which this grant will be administered. The sum is not large, and can only be meant as an experiment. If all goes well, a much larger amount will be needed in future years. If the Board are satisfied that the medical inspection in an area is suitable, they will be prepared to consider the making of grants towards the cost of general medical treatment, especially, we may assume, in cases where school clinics have been established. The second object of the grant is to help in the treatment of tuberculosis or other ailments for which the open-air life is recommended. The two most important steps that Authorities have taken recently in the direction of medical treatment are the establishment of open-air schools and the setting up of clinics. We may take it that these two movements will receive special support.

THE Conference of the National Union of Teachers at Hull showed scant sympathy with the claims of women to equal political rights with men. New ideas

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Indiscretions of
an ex-Official.**

he piled them on the canopy of his bed, poked them with his cane as he lay smoking his opium pipe, and the thirteen that slid off first were declared winners." Sir George Kekewich would have us believe that the late Duke of Devonshire was equally intelligent in making appointments to the Board of Education Inspectorate. But Sir George himself cuts a sorry figure in these amazing revelations that he makes from time to time of the inefficiency of the Board of Education under his regime. As permanent head of the Board, he had the opportunity of advising his Parliamentary chief. According to his own story, the Duke sought his advice; and yet, in Sir George's words, the Inspectors appointed "were purely University prigs, and the more priggish they were the better." It might be a wise reform to make Civil Service pensions payable only during "good behaviour."

THE controversy as to the site of the new University for London grows somewhat acute. Among all the proposals that have been made, the one that appeals to us most is that the Foundling Hospital should be moved into the country and the University built on the site thus left vacant. There can be only one opinion as to the advantage of removing the foundlings into the country, just as Christ's Hospital has been moved in recent years. The foundlings are no longer slipped into an enlarged letter box at the hospital door; the need for the building in the midst of population has ceased to exist. The children are admitted after inquiry and with formalities. The site would be self-contained and not intersected by streets, as is the Bloomsbury site. We hope the proposal will be considered by those in authority, and that the Hospital will at least have the option of accepting the plan.

AT the Conference of the National Association of Manual Training Teachers, Sir J. A. Cockburn, the President, emphasized certain points of view that are of primary importance in schemes of education. Time was when school concerned itself solely with the reading of

books. In those days boys (we hope) had sufficient leisure and sufficient opportunities of play to develop their muscles. For "the brain cannot be equipped without the action of the muscles." And "the muscles of the hand are of especial importance." Handwriting and sewing are not sufficient, for they do not exercise all the muscles. The manual instructor who at first was suffered in our schools, just as the science teacher of an earlier generation, may yet come to a position of honour. We are now told that the activity of the brain depends largely on the exercise of the muscles of the body and particularly of the hand. School life takes so large a proportion of the day that we must incorporate manual work in the curriculum; and science teaches us not to leave to chance opportunity an essential factor in education.

THE National Food Reform Association has organized a Conference on Diet in Public and Private Secondary Schools, to be held on May 13. The subject is an

**Diet
in Schools.**

important one, and there should be valuable results from the scientific investigations that have been made during recent years. Of the two problems, underfeeding among the very poor and overfeeding with the rich, we hardly know which is the more important. But we certainly want more reliable information as to the value of foods and their effects on the body. Appetite is also an important factor in the matter. Food eaten with whole-hearted enjoyment seems to produce a well nourished and healthy body. The self-indulgent person who, while he eats, fears indigestion, of course gets what he expects. At the other end of the social scale, the want of appetite may come from absence of fresh air and other hygienic conditions. Suitable food of itself will not cure malnutrition. General hygienic conditions must be also considered.

THE growing cost of education and the increasing disproportion between the amount of Government grants and rates are illustrated in the accounts of the

**Cost
of Education.**

London County Council that have just been published. The total amount spent on elementary education during the year was rather more than £4,500,000. Of this sum more than £3,000,000 were raised by the rate-payers, leaving less than £1,500,000 to come from the pockets of the tax-payers. For higher education the total amount spent fell short of £1,000,000; just about half of this came from Exchequer contribution and Board of Education grants; the remainder was raised from the rates. In reality it may not greatly matter whether we pay in the form of taxes or of rates; but there seems to be a strong feeling that the taxes should bear a more even portion of the cost of elementary education.

IN the current number of the *Hibbert Journal* Principal Childs lays down the essentials of a University education. That a University must be a *studium generale*,

**Principal Childs
and
Universities.**

and take all knowledge for its province, that its professors must be leaders of thought, not merely a higher grade of schoolmasters, and that it must be free, if not from State control, at least from all external interference in its administration—all these are principles on which J. H. Newman insisted. The points on which Mr. Childs lays fresh emphasis are, first, the necessity in the case of the new Universities of ample provision for the corporate

life of its scholars. The student who lives by himself in a garret and meets his fellows only in the classroom may be a model of virtue, but he is necessarily lopsided, and has missed half the benefits of a University. Secondly, he defends the newer Universities against the charge of utilitarianism. It is no objection to arts and sciences as a liberal study, but rather a recommendation, that they admit of direct application to the practical needs of to-day. The one thing needful is that teachers and taught should be philosophers in the true sense of the word—that is, seekers after wisdom. Examinations or degrees are not the essentials, but the accidents of a University.

**Poss
Asinorum.**
[N spite of the Girls' Public Day Schools, fashionable boarding schools for young ladies continue to flourish, and some of them vie in extravagance with Eton and Harrow. The better sort are inclined to overdo the physical side of education—games, athletics, and dancing—and devote an excess of time to accomplishments such as instrumental playing, but they engage the most capable teachers and professors and take lessons seriously. We hope the following experience, for which a correspondent vouches, is singular, but it deserves to be shown up. "I found myself the other day in a first-class carriage with three richly dressed ladies and a girl of about fifteen. The talk was all of Bridge. The three elders compared their losses and gains and weighed their common friends in the balance of Bridge. Presently the mother of the girl remarked, 'Mollie is now learning to play Bridge at school. I asked her mistress to arrange for two or three lessons a week. You see I want her when she leaves school to join our Bridge Circle at once. Don't you think it's a good idea?' The two friends waxed enthusiastic and Mollie chimed in, 'I care for Bridge now more than all the rest of my lessons.'"

**A Boon
to Parents.**
A VAUNT perplexity! In future parents may be relieved of all anxiety in selecting a suitable school for their children. Messrs. Selfridge & Co. announce that they have hired, presumably regardless of cost, "one of the leading experts in the scholastic world" who will be pleased "to answer any questions as to the selection of the best school" or "to talk the matter over with any who care to seek his advice." The shade of Mr. William Whiteley must stir uneasily. Here is a new departure that he never thought of. And to educationists there is a new prize to arouse their ambitions. The agent will undertake not only to marry you, but to provide for the education of your children.

**Naval
Officers.**
IT is reported that a Departmental Committee, over which Admiral Sir R. Constance will preside, has been appointed to inquire into the entry and training of officers in the Navy. Nearly ten years have elapsed since the scheme of common training at Osborne and Dartmouth was established, and it is fitting that tests of its efficiency should be applied. At first the interview method of selecting boys of immature age for the Navy met with some opposition from teachers, but in recent years less has been heard of these objections. It will be interesting to have evidence from the teachers and superior officers of selected candidates both as to the method of selection and as to the value of the training. The Admiralty has been unnecessarily reticent as to the educational methods

adopted at Osborne and Dartmouth. Under the old system, boys could be trained as engineer officers without great expense to their parents, and it has undoubtedly been one of the least desirable effects of the new system that the field of choice has been greatly restricted.

**Supply
of Teachers.**
THE question whether there is an over supply of trained teachers has of recent years been discussed with a good deal of acrimony. What is quite certain is that strong pressure has been brought to bear on parents to discourage children from entering upon training for teaching in elementary schools. The effect is evidenced by figures which Mr. Pease supplied in Parliament. These show that, whereas in 1906-7, 11,901 were recognized for the first time as pupil-teachers, the corresponding figure four years later was 6,021, composed of 2,985 pupil teachers and 3,036 bursars. The President of the Board stated that he proposed to discuss the question with a deputation from the County Councils Association. Unofficial statistics, notably a return prepared by the Federation of Teachers in Central Classes, also testify to the seriousness of the position. It is difficult to see how such overdue reforms as the reduction of the size of classes in elementary schools can be carried out if the present shortage continues.

Travel.
IN the eighteenth century foreign travel was a recognized part of a gentleman's education, but, as may be learned from Bacon's "Essay," it was under proper guidance and supervision, not the casual globe-trotting of the present age. Dr. Shipley, the Master of Christ's College, Cambridge, would *mutatis mutandis* revive the practice of Bacon's time, and in a paper read before the Royal Colonial Institute he commended the Association for the International Interchange of Students formed in 1909 under the presidency of Lord Strathcona. For men who can afford it the Association plays the part of Bacon's bear-leader, and to poor students it offers scholarships. We hope that the forthcoming congress of the Universities of the Empire will do much to make known and extend this admirable educational work.

LOCAL AUTHORITIES.

**Vacation
Schools.**
WITH suitable pressure behind it, the thin end of the wedge is bound to work its way. From a report of the Education Committee of the London County Council on the subject of Vacation Schools and Organized Vacation Play, we gather that these schools were started as an experiment to be strictly limited lest the cost should become serious. It was feared lest the establishment of these schools might lead to the request for similar schools in other parts of London; and, secondly, as these vacation schools must be in the charge of experienced teachers, there might be a considerable increase in the salary bill. Dr. Garnett in his report makes a good point. He says: "It would not have been worth while to have experimented with two schools unless it were intended not only that a demand should be created, but that that demand should also be supplied in the event of the experiment proving successful." The wedge has been inserted; it is for the pressure of public opinion to drive it home.

**Their
Moral Value.**
THE whole report is an eloquent witness, not only to the striking value of the vacation schools and to the undoubted advantages that accrue to the children, but also to the human sympathy and goodwill of

those who have organized and controlled these attempts to bring to the children of the crowded streets some of the pleasures of life in the country. The officers, the inspectors, and the teachers combine in speaking of the good done to the children. Of course there is expense, mainly in salaries; but we believe public opinion will make the Finance Committee feel that this expense can be justified, and that the summer vacation school for children who live in the most densely populated quarters of London shall become part of the normal educational program. The idea is to choose a school on the outskirts of population, near Greenwich Park, for instance, and to take the children each morning by tram. One teacher writes: "It is my belief that a holiday school is one of the choicest spots on earth for human nature study, and that the kind of experience gained there is a teacher's liberal education and training."

WE have also received from the London County Council the report of the Medical Officer on the two open-air schools that are carried on by the Education Committee. He has no doubt whatever of their value. Speaking of the children on their admission, he says: "It would be difficult to imagine a more wretched-looking class." Later on he says: "A person has only to see the brightness and general contentment of these children now, as compared with their former apathy and often sullen resentment towards the open-air life, to realize that such an experience as this is for them of great educational value. . . . Attendance at the open-air school enlarges their mental outlook, for in the ordinary way they would have been attending some school in their own cramped and sordid atmosphere, from which for them there would have been no escape. Though it is only a short car-ride from the slums from which they come to this school in a comparatively rural district, yet to them it means a translation from the town into 'the country' with all the associations connected with such a change."

THE following are the essential paragraphs in the Regulations recently issued by the Board of Education for "grants in respect of medical treatment and care of children attending public elementary schools and certain special schools." "The Board of Education will make grants in aid of the expenditure incurred in the financial year beginning on April 1, 1912: (i) by Local Education Authorities on the medical treatment of children attending elementary schools and work ancillary to medical treatment; (ii) by Local Education Authorities or managers of certain special schools on the medical treatment and care of children suffering from tuberculosis or from ailments for which open-air treatment is specially suitable. The total amount of the grants to be distributed will be limited, and they will be distributed at the discretion of the Board of Education, and will not bear any fixed proportion to the expenditure incurred by the Local Education Authorities or managers of special schools."

THE Derbyshire Education Committee have had before them a report from the Board of Education on the physical instruction given in the county, to the effect that (we quote the words of the Committee's report), "speaking generally, the character of the instruction, though often painstaking, seemed to indicate that the teachers, as a whole, had not properly grasped the main principles underlying the Board of Education's syllabus for 1909." From our own observation we are inclined to think that often the teachers fail to win the whole-hearted co-operation of the scholars. The exercises are performed as an unwelcome task. To secure their full benefit the exercises should be done with complete enjoyment. The Derbyshire Committee have decided to send teachers to the holiday courses at Scarborough and Barry. We regret to see that Mr. Evan W. Small has been compelled to resign his post as Director of Education on account of ill health. Mr. A. L. Jenkyn Brown has been appointed to succeed Mr. Small.

RECENTLY a jury awarded £50 damages to a boy in an L.C.C. school on account of injury to his eye. Some builder's stuff had been left in the playground. An appeal by the builder and the London County Council was dismissed. In the case of the King v. Easton the majority of the court gave judgment in favour of the Liverpool Education Authority and against the decision of the auditor who had disallowed expenditure on furniture for non-provided schools. The case was a test one, and it appears now to be established that the Education Authority may provide the furniture in a school that has been provided by persons other than the Education Authority. But the Local Government Board have given notice of their intention to appeal from this decision.

THE Employment of Children's Bill, introduced by Mr. Beck, has passed its second reading in the House of Commons. The main provisions of the Bill have reference to street trading by children. It is proposed that this should be prohibited generally to girls under eighteen and to boys under seventeen, but that exception may be made in the case of boys from fifteen to seventeen who obtain a licence from the local authority.

MR. F. E. KITCHENER, who, since his retirement from the head mastership of Newcastle-under-Lyme High School, has been an active member of the Staffordshire Education Committee and for two years chairman, has been compelled by ill-health to decline the offer of re-appointment as chairman.

THROUGH the liberality of the Clothworkers' Company a new Spinning Section has been added to the Textile Department of the University of Leeds. The new branch will afford instruction in the principles and theory of the manufacture of worsted yarns on the Continental system. The building has been designed by Mr. Paul Waterhouse. It has been erected at a cost of £5,000, making a total of £75,000 granted by the Clothworkers' Company for technical and scientific education in the Textile Industries and Dyeing Departments of the University of Leeds.

SCIENCE NOTES.

SELDOM can an eclipse be watched in England under such favourable conditions as observers experienced on April 17. The memory of the event will still be fresh in our pupils' minds—sufficiently so to make it well worth while to explain some of the more important points in the relative motions of sun, earth, and moon. It is surprising how many persons of ordinary education fail to answer the question, "Do solar eclipses happen at new moon or full moon?" It is less surprising that the man in the street cannot tell why there is not an eclipse once a month. Of course solar eclipses would be monthly occurrences if the plane of the moon's orbit coincided with the plane of the earth's orbit round the sun. As the angle between these planes is $5^{\circ} 9'$, we have not fewer than two nor more than five solar eclipses per annum. On this occasion it was difficult to predict whether an annular or total eclipse would be seen at the centre of the shadow. Why? This question leads to a recognition of the elliptic character of the moon's orbit, in consequence of which its apparent diameter varies from $28' 48''$ to $33' 32''$, while the sun's diameter is seen to change from $31' 32''$ in summer (when we are furthest from the sun) to $32' 36''$ in winter.

WE hope that every school-boy (and girl) is familiar from stories of adventure with the practice of counting time by moons. After 223 moons—i.e. a period of a little over eighteen years, the sun, moon, and earth return to the same relative positions. Hence eclipses repeat themselves after cycles of this period, which was known to the Chaldeans and called *Saros*.

WRITING of mathematical astronomy reminds us that the eminent Professor of this subject at Paris will lecture at the University of London on May 3, 4, 10, and 11. Prof. Henri Poincaré will deal with mathematics both in its philosophical and applied aspects. For tickets apply to the Academic Registrar.

THE article by "G. F. H." on "The Teaching of Chemistry," which appeared in last month's *Journal of Education*, reminded us of a report presented to the Dublin meeting of the British Association in 1908 on "The Sequence of Studies in the Science Section of the Curriculum." This report contained opinions gathered from various sources, chiefly from public-school science masters, which might still be of interest to many. We hear from the Secretary of the Committee which was responsible for the report that there are still a few copies which may be had on application to Mr. G. F. Daniell, Woodberry, Oakleigh Park, London, N. For our own part, we deny the existence, or even the possibility, of a purely

heuristic method; but we should consider that a teacher who neglected the heuristic approach entirely did not know his business.

DIRECT photography in colour has been achieved in two ways at least, independently of the use of pigments, dyes, or coloured screens. At a recent meeting of the Royal Photographic Society a spectroscopic method was shown by L. and E. Rheinberg, by which the authors obtained wonderfully true colour photographs of landscapes, portraits, &c.

THE problem of rural education is being attacked with energy in the United States, and a large flow of agricultural books has been issuing from the publishing houses. In a recent volume called "Beginnings in Agriculture," by Albert R. Mann (Macmillan), we have a serious attempt to show that the American child can receive much education through experience of farm life. The book should interest educational reformers in this country, for Mr. Mann demonstrates the educative value of country work, and shows that it can be carried out without doing violence to the exigencies of village conditions and without assuming impossibilities from the teacher. In this country some of us are wondering whether we have not taken the village boy from the educative farm and put him into a less educative "school." We must get to the root of this matter, and train teachers properly for rural schools and make the position of rural teachers more desirable.

IN a school which professes to retain pupils until the University age there should be a small reference library of scientific books. A valuable addition to any such library would be the new edition of Sir E. Thorpe's Dictionary of Applied Chemistry. The first volume, which contains between seven and eight hundred pages, has just been published. It is written by contributors of the first rank, and is a work of rare excellence. The original edition appeared in 1890, and immediately corrected serious errors which had become almost traditional in the teaching of chemistry.

MR. A. H. SAVAGE LANDOR has just returned to England after performing an extremely arduous feat of Exploration. His journey included the whole of the unexplored part of Brazil, a region which was regarded as impenetrable by the Brazilians themselves. The hitherto unknown portion of the route was about five thousand miles. Often a way had to be cut through virgin forest, and the expedition suffered much from insects. For sixteen days Mr. Landor and his two followers were without food. He studied several new tribes, made vocabularies of their languages, and has accumulated much information of scientific value. He carried no weapons and met with no hostility. We look forward with interest to the fuller account of his great journey, which he has promised to give to the Royal Institution on June 14.

DIRECT MORAL TEACHING IN ITS PSYCHOLOGICAL ASPECT.

WHEN we contrast example and precept as means of moral education, we recognize two methods of moulding the conduct of others. We can form their habits of action by setting a pattern before them for their imitation, or we can do so through the medium of ideas implanted in their minds. Ideas about morality may again be implanted either directly or indirectly, for we may set ourselves to give definite moral lessons without any attempt at concealing our purpose, or we may make use of the ordinary subjects, such as history and literature, to convey our lessons without revealing our design. This paper is an attempt to draw attention to some of the psychological aspects of the direct method of moral teaching. Though it is generally recognized that this method must have some place given to it in the general scheme of moral education, controversy rages round the question of its exact value. Some are inclined to sneer at it, and they justify their attitude by quoting extracts from some of the books of moral lessons actually in use. Others regard it as a method to be used exclusively at a fairly advanced age, when the reasoning power has reached a certain state of development. Some

again hold that this method has its place almost from the start, for at a very early stage we are met with a demand for some justification, however simple, of the modes of action required of the child. It would seem that the question of the value of the method can scarcely be settled until we become clear as to what it aims at accomplishing, by what means it attempts to gain its ends, and on what conditions the success of the means depends.

Let us, in the first place, state exactly what the method is. It is a method by which ideas and conceptions about morality are explicitly conveyed from one mind to other minds. The teacher, be he parent, schoolmaster, preacher, or author, takes some aspect of the moral life, say the virtue of honesty, he analyses it, gives illustrations of it, discusses the consequences of its presence or absence. In direct moral teaching, then, the mature mind communicates the ideas it has formed and accumulated about the moral life to less mature minds.

The aim of this, however, is not simply that the growing individual may have a store of clear and definite and well-reasoned-out moral ideas. He must not be able only to analyse virtuous action, but it must appear to him desirable, and his thoughts about it must realize themselves in action. In other words the aim of the teacher is not intellectual only, it is practical. He seeks not only to inform the mind, but to mould the will. He seeks to make his pupils understand what is meant by morality in order that they may be moral. If his teaching fails to achieve this result, it is barren. Its fruitfulness depends on its practical consequences. It must make a life, not only develop a mind. Divorced from action, thinking about morality too often tends to a glib, unpleasant moral precociousness, or to a dangerous moral cynicism. Experience gives us examples enough of such consequences, and these examples furnish capital for those who are sceptical as to the value of direct moral teaching. They are certainly examples of cases where such teaching has failed to attain its true aim, and they drive us on to the consideration of the conditions on which such achievement depends.

Every idea has a tendency to pass into action, but as a matter of fact, it is only a few of the many ideas that pass through our minds that do actually work themselves out in this way. What is the nature of the ideas that do? How is it that some ideas realize themselves practically, while others do not? Suppose we think of those ideas which, for ourselves, are what we call the guiding ideas of our lives. They may be ideas connected with religion, or with our families, or with our profession, or with public service, or perhaps with wealth. But whatever they may be, we can say at least two things about them. They are ideas about which, in comparison with other ideas, we *think* a great deal, and they are ideas about which we *feel* strongly. They occupy the field of our consciousness with a certain exclusiveness, pushing other ideas into the background. We attend to them often, we concentrate our minds a great deal upon them. And not only that, but we are moved by them, they appeal to our emotions. They may be accompanied by fear or wonder or reverence, by disgust or tenderness or anger; but in any case we are not indifferent to them. We may say then that ideas, if they are to be practically effective, must be attended to, and they must have a strong emotional value. Whether this is so or not in the case of a particular idea communicated by one individual to another, depends upon various conditions. We may distinguish conditions dependent on the internal nature of the idea itself, conditions dependent on the state of the learning individual or the pupil at the time, and conditions dependent on the nature of the teacher.

As to the idea itself, it must be familiar in the sense that it is not beyond the grasp of the pupil. It must not be such as to baffle and discourage the learning mind in its attempt to understand. The capacity to attend is limited by the capacity to make something of the material demanding the effort of attention. Our own experience when we read an article on a subject unfamiliar to us, teaches us how easy it is to let the attention wander in such a case, and how intense the strain becomes if we fight against this tendency to wander from our subject. But it is also true that change and

novelty have their charms, and we crave often for the unexpected and rejoice in it. We take delight in it because it is out of the ordinary run of things, but nevertheless our welcome of the new is dependent on the fact that while it is new it yet is not so new that we cannot grasp it. We welcome the new which has affinities with the familiar. Anything that we could not possibly link on to what we already have of knowledge, would leave us most uncomfortably at sea. To hold our attention, ideas must have such freshness and charm as we can to some extent grasp.

This is, of course, intimately bound up with the nature of the individual who is being taught. Ideas have in themselves no qualities which make them striking or familiar. How they present themselves depends on the person to whom they are presented. This natural basis is the only one on which to build.

Other conditions on which the effectiveness of an idea depends are connected with the state of the individual at the time the idea is presented. We are all more or less conscious of the importance of suitable physical conditions—bodily comfort, sufficient nourishment, the absence of strong distracting elements in the immediate environment. Fatigue may work in different ways, inasmuch as it may render us incapable of receiving an idea, or it may lead us to accept an idea without being able to bring up other conflicting ideas to meet it. But the moral ideas upon which a true moral life is to be based must not be accepted and acted on as the hypnotized person acts upon the ideas suggested by the hypnotizer. We aim at a rational acceptance of our ideas, and we ought to aim at eliminating all such conditions as tend to make the pupil incapable of such.

With regard to the state of the individual being taught, we certainly meet with a difficult problem when the ordinary physical environment is such as to directly counteract the moral teaching given, as when the moral teaching of the school gets a set-back through the home conditions. In such cases the moral ideas imparted have their chance of effectiveness lessened by the fact that the contrary ideas are the ideas which quantitatively at least occupy the greater part of the individual's life. This difficulty may, however, be partly got over if the conditions of the third order, those connected with the persons imparting the moral ideas, are favourable; for, if they are so, those ideas assume a qualitative importance and value which enables them to triumph over the influences of the ordinary environment. What are those conditions? Briefly we may say that the prestige of the moral teacher is the all-important thing. The moral teacher must be recognized to be a superior being, and the attitude of the pupil to him must have a certain emotional character. Now the personal superiority which impresses us may be of various kinds. It may be based merely on superior size, a ground which is certainly important for children, and not altogether without influence on grown-up people. It may be based on the recognition of greater physical strength or of superior social position. Or again, its basis may be found in a consciousness, vague perhaps, of greater knowledge and experience, of stronger will power, or of moral worth. Now those of whose superiority we are conscious on any of these grounds arouse in us certain emotions or sentiments. It may be only fear, as perhaps in a case of superior strength or size; it may be love or admiration or reverence or envy or gratitude. Our attitude towards these superior beings transfers itself to the ideas they put forth, and if they seek to communicate their ideas to us those ideas have for us a value dependent on our attitude towards the persons themselves. Because of their origin they tend to occupy our attention and to appeal to our feelings. It is of course essential, when we are dealing with moral teaching, that the attitude aroused in the pupil by the teacher should be a right one—that, for instance, the prestige of the teacher should not be based on brute strength alone; otherwise the dominant attitude of the pupil is that of fear, which may make him attend to the ideas put forward, but may work against their true moral effectiveness. For successful moral teaching the felt inferiority

must in the long run have its grounds in the moral character of the teacher.

The prestige of the teacher also secures that his convictions and enthusiasms shall communicate themselves along with his ideas. If he feels intensely about his moral ideas—if, as we say, he is really keen about them—then his moral fervour transfers itself to some extent to those who feel his superiority, and this again contributes to the emotional appeal of the moral ideas on which their effectiveness depends.

Considering what has been so far said, we find that ideas communicated by one individual to another must, if they are to be effective, be adapted to the learning mind, and as the child's mind is continually developing, moral instruction must seek to follow development if it is to have any chance at all. The child's moral experience begins very soon, his questions begin very soon, and the questioning spirit and his elementary moral experience get connected, so that the early stages of his life already demand some suitable kind of moral teaching. The natural basis of instinctive activities and the emotional tendencies connected with these, must be built upon; for the moral teacher, like other teachers, finds the only sure basis for his work in the fact that the individual tends to act along certain instinctive lines and to feel in certain ways, and that those tendencies to action and feeling are bound up with definite perceptions and ideas. To bind up ideas, actions, and feelings in the way he thinks right is the task of the moral teacher, and if he tries to do so by directly working upon the ideas of his pupil, he must demand only such ideas and modes of acting and feeling and such combinations of these as his pupil is capable of. He must bear in mind also that this capacity of his pupil is dependent not only on general causes due to the general nature of development, but also to particular causes such as hunger, fatigue, weakness, physical environment, home influence, or conflicting "prestiges." He must remember that moral ideas can, less than any others, be divorced from the personality of the person holding them, and that it is not only the intrinsic worth of the ideas themselves that counts practically, but quite as essentially the strength of conviction with which they are held and expressed, the enthusiasm of the teacher for the ideas and of the pupil for the teacher. To be a successful moral teacher, a man needs not only the power of thinking and expressing himself clearly; he needs zeal, and he needs the power of impressing himself, the power of making others feel the force or the beauty of his personality.

It is in the light of such considerations as these that the value of direct moral teaching must be estimated. That it corresponds to a real need which manifests itself comparatively early seems almost certain; that no moral life is complete unless moral practice is built upon a solid foundation of moral theory is undoubted. The practical problem of how to teach morality seems to lead us back to a study of those great teachers who have made moral history and communicated their own enthusiasm and their own convictions to great numbers of human beings. For the problem which faces us is on a humbler scale, the same problem as they successfully solved. The problem for the teacher becomes, in the long run, not only one of the best ways to formulate and express his ideas, but it is also essentially connected with the supreme practical problem of his life—that of the formation of his own character.

The practical application of these principles must be reserved for a second article.

J. E. ALDERSON, M.A.

THE living that Canon Swallow, as we announced last month, has accepted is St. Mary Abchurch, City, in the gift of his College, C.C.C. Cambridge. Canon Swallow has held the head mastership of Chigwell School since 1876, and he has from its inception acted as one of the Hon. Secretaries of the Incorporated Association of Head Masters, first as the colleague of Dr. R. P. Scott, and more recently of Dr. McClure.

ASTONISHMENT AND THE ART OF LYING.

THE assertion that the development of the imaginative faculties in the young is a business, both admirable and necessary, has now become but little better than a platitude. There is, however, one aspect of this question which is generally overlooked, but which in certain cases presents serious difficulties to all who are employed or interested in education and who have perforce to camp on the neutral territory which separates the kingdom of romance from the dominions of the father of lies.

Every mother of sons is capable of laying two flattering unctious to her soul. She quite honestly persuades herself that her boy has never had any secrets from her, but that she possesses his entire confidence. This is the outer ring of her defences; the inner circle centres in her amiable belief that her son has never told a lie. The candid brows of her offspring when either or both of these statements are made in his presence afford a fine testimonial to the plasticity of the infantile conscience.

It may perhaps be profitable to discuss the preliminary stages through which a child may pass before the Lie Absolute is achieved. We begin, then, with the infant muling and puking after the manner of his kind. He is himself in his small person a perpetual astonishment to the authors of his being, and his sayings and doings are exhibited in a sort of luminous haze of admiration which distorts and magnifies the most trivial incidents of his career. Onlookers are tacitly invited to join the genial conspiracy, and if they wish to maintain their names on the visiting list of the family they wrap their mantles around them, pull down their sombreros, and dissemble in the true Adelphi manner.

Innocence in the person of the infant begets a half unconscious deceit in the persons of its parents, and in this the bystander must acquiesce or stand no longer by. Presently the child begins to take notice. It is then the function of his nurses to keep him in a perpetual bath of astonishment: "Look at this pretty thing!" they cry and, if the child fails to show a becoming surprise he is searched for pins or dosed with powders.

At a later stage the child himself begins to understand the game. He discovers that he is expected to pose as a phenomenon. He becomes self-conscious; he looks about him for the admiration which only infants and political candidates can extort from their partisans. He cannot even play a game by himself without a gallery. If he proposes to jump a puddle or to take his post-prandial mud bath he must first call together his retainers to witness where he lies. He has learnt in fact not only to express or simulate astonishment where it is seemly so to do, but he demands reciprocity, he elects to become a cause of astonishment in others.

It is at this point that the game ceases to be purely humorous and may easily become pernicious. A child who has been subjected to this treatment in his early years—and which of us has not?—develops a craving for notoriety which would be excusable only in a society actress. He will—at the age of eight or nine—invent the most astonishing tales of adventure which befall him in his daily progress to and from his dame's school. His conscious aim is to *épater le bourgeois*. Truth, he has discovered, is a dull and unemotional thing not half so strange as fiction. He lives in a world of fancy originally invented for him by some remote primeval ancestor, and he dresses his facts to suit a pleased and partial audience. If the facts are not susceptible of embellishment, he falls back on his imagination. In a word, he is no longer able to draw a fine line between reality and romance, and so it comes about that the vast majority of small boys are mentally incapable of speaking the plain unvarnished truth without some conscious effort.

Hereabouts the schoolmaster appears. The small boy has in course of years taken the length of the paternal foot and discovered in the process that the maternal slipper is somewhat shorter, but the schoolmaster is a fowl of another feather. At home the boy has a reputation to live up to. It is borne

in upon him with painful distinctness that this reputation may have, at school, to be lived *down*. Although the situation has its humorous aspects, it may become dangerous. There is no telling what the boy may say to his home people about the doings at his school. His imagination grows by what it feeds on, and, as his parents still move in a rosy cloud of implicit confidence in his unswerving veracity, the school and its masters may suffer the greatest discredit from tales which they never hear and which they have no opportunity of disproving.

The boy himself can scarcely be blamed. His schoolmaster, if he is a man of experience, would no more impute blame to him on this account than a doctor would heckle his patient for contracting an infectious disorder. He has been brought up in an atmosphere that would demoralize a minor poet, and, just as the capacity for exhibiting and producing astonishment evolves the Ready Liar, so also, in the course of a few short years of judicious schooling, astonishment at the painful results which follow the Lie Absolute restores his mental equilibrium and produces the Honest Man.

The imaginative small boy, seconded by the matter-of-fact parent, may become one of the greatest possible dangers to a school's reputation, and his conversion to the moral standards of the Good Citizen is a work for which his schoolmaster receives no thanks, but for which the unconscious parent and his aggregate—the British nation—owe the teaching profession unstinted praise. "L'excès en tout est un défaut," and this is particularly true of the cultivation of the juvenile imagination.

P. SHAW JEFFREY.

THE VICTORIA LEAGUE.

By G. H. HALLAM.

Honour all men. Love the brotherhood. Fear God. Honour the king.

"IS virtue a thing which can be taught?" was a question discussed many years ago. A question of to-day, on which much depends, is of a similar nature. Is the virtue of patriotism, and in particular of what may be called the larger patriotism, a thing which can be taught and fostered, especially in young people? By "the larger patriotism" we mean a consciousness of the brotherhood and common nationality which unite the Briton at home with his fellow Britons beyond the seas.

The Victoria League, which was founded just ten years ago, at the end of the South African War, believes that it has found an answer to this question "in the affirmative." Politicians differ in their notions how best to bring about a closer union between the daughter nations and the Mother Country; but in trying to understand each other better, and in cultivating mutual sympathy, we all have a common ground, and we may say with Burke: "These are the ties which, though light as air, are stronger than links of iron." The Victoria League is "outside and above all party politics"; among its vice-presidents are the leaders of both political parties; and its aim is defined to be that of "promoting mutual understanding, help and intercourse between all citizens of the British Empire." The difficulties of the Empire, said Sir Edward Grey at the Imperial Press Conference, "are difficulties of distance." If we may quote Mr. E. T. Cooke's words in the *Victoria League Notes* of January, "the work of the Victoria League is to help in bridging those distances."

A sagacious person remarked to the writer not long ago: "There are two kinds of leagues; there is the league which urges other people on to do something, and the league which does things itself. It seems to me your Victoria League is of the second and better class." Certainly it finds plenty of things to do.

The first work it found to do was in connexion with the soldiers' graves in South Africa. More than £8,000 was contributed through the League for that pious duty. Gradually other objects suggested themselves. To encourage a

knowledge of the Empire a Lending Library, now containing twelve hundred volumes, was formed; lectures and picture talks are given; prizes for essays are awarded. Over forty thousand books and magazines have been sent out, nearly four hundred libraries to South Africa, and forty-five "Minto Libraries" to Canada. Eighty-one thousand good newspapers were sent last year by individual members of the Victoria League in this country to individuals in the Dominions. The Hospitality Committee organizes hospitality and gives a welcome to visitors from overseas. Last year personal introductions to the League were brought by one thousand five hundred persons, among whom were more than one body of teachers. There is a corresponding "Settlers' Welcome" organization for visitors or settlers going from Great Britain to other parts of the Empire. In May last a very interesting Victoria League Conference was held, attended by hundreds of delegates and other members of allied bodies in the Dominions.

But the special educational development to which we wish to draw attention is that of the Junior Associates. This organization was started in 1908, and one such branch to-day has over eight hundred members. These are of all classes and are drawn from secondary and elementary schools. They give proof of their interest in the League and its objects by paying a yearly subscription, those from ten to fourteen paying threepence, older members from fourteen to eighteen, sixpence. They elect their own officers, and, as far as possible, manage their own affairs. Most of the Junior Associates' Branches are formed in connexion with an Adult Branch, but they are to be found, through the energy of some enthusiastic elementary school teachers, even in small villages. High schools generally have their own Branches.

The details of work done vary according to circumstances. Lantern lectures are given in the winter. In the summer some Branches have open-air gatherings. Exhibitions of interesting objects from one or another part of the Empire are held. All Branches aim at having a lending library bearing on the Empire and its makers. Essays are written. The Junior Associates even have songs of their own. Many Branches act masques and tableaux during the winter or perform old national dances in the summer.

Every Branch has its correspondence, either with individual children or with linked schools overseas; and out of this correspondence has grown the interchange of collections of flowers, butterflies, minerals and other natural products, as well as of drawings, photographs, or picture post cards.

The boys and girls also play no inconsiderable part in the newspaper scheme, sending out home newspapers to other children, or to "lonely farmers" and other individuals overseas; and it is one of their keenest pleasures to find from grateful letters how warmly these newspapers are appreciated. Even quite young children in elementary schools take part in sending out the papers, and are able to keep up a weekly supply by combining in sets of four for the purpose. This service to their distant brothers appeals in a very marked way to the children, and it appeals no less markedly to the lonely farmer who receives the gifts. The boys of one of our great public schools send out over sixty newspapers every week.

In order that the members of the League and kindred bodies, especially the Junior Associates, at home and overseas might be kept more closely in touch, about a year and a half ago the *Victoria League Monthly Notes* was started. This small paper, published at a halfpenny, has now a steadily increasing circulation of about two thousand, and reaches all parts of the Empire, while its pages have grown from four to eight. It may be mentioned that several of the great shipping companies regularly take copies of the *Notes* for their steamers. Boys and girls in New Zealand and Canada take part with those "at home" in the competitions, and contribute letters and articles, poems and cartoons to the pages of the *Notes*; and an Empire calendar which has lately been published for use in schools also had its origin in the *Notes*. We have sketched somewhat barely the various activities of the Victoria League, but new opportunities of useful work are constantly suggesting themselves.

The Victoria League has its head quarters at Millbank House, 2 Wood Street, Westminster. On application to the Office, lectures can be arranged, and sets of fifty lantern slides on the various parts of the Empire, with a "talk" to accompany them, are supplied for a small payment. The Victoria League possesses three thousand slides, many of them the gifts of generous friends, illustrating the scenery, industries, and characteristic features of the Empire and Dominions. Similar sets of slides, of the Mother Country, have been presented and sent out for the use of the Overseas Branches and Allied Associations.

It is not difficult to interest the young people; they are quick to grasp the idea of brotherhood. We believe such instincts should be encouraged and developed, and that it will be of no little importance to the future of the Empire if the men and women of the next generation, the boys and girls of to-day, have been brought into personal touch with their brothers and sisters across the sea, and taught to realize, while they are young and impressionable, something of what the Empire means, its privileges and responsibilities.

SAFE NOVELS.

The Principal Girl. By J. A. SNAITH. (6s. Methuen.)

This is a rattling extravaganza, better even than "Araminta"; the fun is fast and furious and the humour broad, but without a touch of coarseness or vulgarity. It is the old, old story of the Beggar Maid and King Cophetua; but in this case it is the beggar maid who steps down and condescends to share the "burden of an honour with which she was not born."

In the World of Bewilderment. By JOHN TRAVERS. (6s. Methuen.)

The world of bewilderment is India and the author is content to show us a mighty maze without a plan, yet throughout a sense of mystery daunts our spirits and makes us feel that it is truer vision than "Plain Tales from the Hills." Take, for instance, what is only an interlude in the story, the assassination of a Brahman by Jamadar of a Sikh regiment, a deed of heroism worthy of a Jael or a Mucius, but set down by those to save whom it was done as a brutal murder without excuse. The main plot is the old story of the two Iseults, but the husband whose creed is that you can be on with a new love without being off with the old and the much enduring wife who wins in the end by devotion and pluck are finely conceived and subtly delineated characters.

Joseph in Jeopardy. By FRANK DANBY. (6s. Methuen.)

This is a clever study of the seamy side of fashionable London life. The man who pulls the strings is a Universal Provider, who has made a fortune by catering, and is cajoled by penniless lordlings into writing a novel and running a theatre. The hero, his son-in-law, is a great Bond Street picture dealer, and he captains the Australian cricket team. The staging of the piece, it will be seen, gives the author ample scope for displaying his keen observation both of Fleet Street and St. James's, of the Green Room and Lord's, and the conflict between bloated bourgeois and beggarly lords and ladies is well brought out. As to the main plot indicated by the title, we cannot endorse the publisher's announcement:—"Its moral is a healthy one, and its lesson is that virtue can triumph over vice however beautifully clothed." The moral, as we read it, is not that of Browning's "Any wife to any husband" (misquoted on page 165), but of "The Statue and the Bust." Whether a healthy moral or not, our readers must judge for themselves.

The Quest of Glory. By MARJORIE BOWEN. (6s. Methuen.)

This is the story of Vauvenargues, and follows very closely the incidents of that great writer's life. We begin with the siege of Prague in 1742 and the retreat of the French army, more terrible than the retreat from Moscow. Then follows the weary suit for State employment of a courtier too proud to curry favour and we catch glimpses of *le roi fainéant*, of Voltaire, Marmontel, and Amelot, with a half-length portrait of Richelieu, who plays a leading part in the plot. The third act, entitled "The Quest Triumphant," shows us Vauvenargues when he has found his true vocation as an author. He is homeless, penniless, crippled, half blinded by smallpox, and dying in a garret with none of the consolations of religion, but he triumphs in the consciousness that he has expressed himself, given to the world of his best and nothing lowly done or mean. Miss Bowen has, perhaps wisely, not attempted to present the style of Vauvenargues' writings, but she has finely conceived the life and character of which they were the outcome.

THE N.U.T. CONFERENCE AT HULL. AN IMPRESSION.

HULL has more than a commercial history. It is not simply a place where merchants meet. There are literary traditions to grace it. The name of Andrew Marvell is held in reverence unto this day. He represented Hull at Westminster, and the citizens are proud of the fact. They have done him honour in stone. One statue, however, is lofty and arresting even in a city of splendid buildings. It is the statue of William Wilberforce, a native of Hull. As it meet, he looks out upon the harbour where ships resort from every land. If the legacy he has left be not literary in the strictest sense of the word, he made richer the soul of man which is the soul of literature, after all.

At the civic reception the Mayor gave the delegates a peep into Hull's ancient past. He did so with quainter word than he might easily have found for himself. He spread to view a few of the charters granted to the city from time to time. The documents dated back through all the kings to the thirteenth century. Grey and faded letters with royal signatures there were, too, and a "last will and testament" with date, 1303 A.D. And, hinting of olden days, were the words of James I when, in 1610, he gave permission to the Mayor and Burgesses of Hull to have "the free election and choyce of such person as shall from tyme to tyme bee Scholemaster," provided that they choose "a learned and sufficient man" and that he be "examyned, approved, and allowed by the Archbishops of Yorke." Vast scope for imagination there is in that phrase of the scribe—"a learned and sufficient man." Granted the full significance, how many would pass the test to-day?

I set these ancient matters first not because Conference took note of them, but because it did not. One of the mournful things to report of this Easter assembly of teachers is that, so far as the platform was concerned, the sense of vision was missing. I listened in vain for suggestions of that something which is beyond the dust of classrooms, and which, indeed, transfigures it and makes it tolerable. There is a story of a man who could build a wall, but never a window. So with the speakers at Hull. They touched upon many themes, from school clinics to the parliamentary franchise for women, but seldom did they speak as seers, conscious of light to which the commoner eye is blind. They denounced the Board of Education and the powers that be, particularly in regard to the Commission appointed to inquire into Civil Service promotions, and always in the language of scolding.

No wonder the platform was barren of poetry. "I am disappointed," said a young teacher to me; "these leaders speak not as prophets, but as pugilists." Even the President, Mr. Bentliff, failed in this; he had no word to surprise one as with a landscape. And, if we are to awaken the people to a sense of the wonder that is round about the schools, we must see that we are not blind to it ourselves. Teachers are expected to do more at their annual conferences than sit down and pick blackberries, to borrow Browning's phrase.

I repeat there was a lamentable absence of "atmosphere," and the author of the Holmes-Morant circular could not anywhere have found a stronger defence of his attitude than the tone of the speeches against it. The grand exception was the Archbishop of York. His speech of welcome had no peer. It was nobly conceived, as nobly delivered. Every teacher felt that to serve in the nation's schools has in it something near akin to the priestly order. "I lift my hat to you," said Dr. Lang; "you are the makers of great destinies."

Mr. Marshall Jackman introduced a motion condemning the personnel of the Royal Commission set up to inquire into conditions governing appointments in the Civil Service. It was a vigorous speech against public-school and University caste. Sir George Kekewich surprised us from the background. Humorously enough, he gave us a snapshot of the late Duke of Devonshire as President of the Board of Education. "I took in a list of three hundred names of candidates for the inspectorship. The Duke received me with a sigh.

'Make out a select list,' he urged drearily. 'On what principle?' I asked. 'Choose out the men with the most distinguished academic careers,' said the Duke." This gave Sir George text enough, and he spoke greatly to the liking of the majority. He has wonderful influence over Conference, and one could have wished to hear him get beyond denunciation to a broader theme.

I do not intend to write a chronological account of the Conference. There was a lively debate on Women's Suffrage, when feeling got to fever heat, though not to so high a temperature as at Aberystwyth last Easter. The controversy seemed to many of us to be mistaken. It gave plenty of colour to the journalist, and, for this reason, crowded out from the Press all but the scantiest references to the educational problems discussed that morning. The talk on the claims of rural teachers was on a high level, for instance, but the other topic came along and swept it into oblivion.

Secondary teachers were left in the cold, save for the significant word spoken by the President in his address to a special meeting on the Wednesday evening, which about forty people attended. He said that he was present to mark the fact that the N.U.T. recognized the secondary teachers as an important factor of the Union. He thought that the closer teachers of primary and secondary schools got together, the better it would be for all. This freemasonry, one may add, ought to be more conspicuous on the Conference platform.

Mr. J. L. Paton, of Manchester, addressed the meeting on the question of Examinations in Secondary Schools, and strongly criticized the Report of the Consultative Committee of the Board of Education. While the external examination was useful as a sort of periodic stocktaking and as a means of assessing the work done in a school, it had led to very grave abuses and had prevented the adoption of true educational methods: (1) External examinations, rigid and centralized, could not lend themselves to testing the new subjects and new methods now taught in schools—e.g. manual training, domestic subjects, natural science, geography on modern lines. (2) They had a devitalizing influence—important periods in history were neglected because they did not happen to be set for examination; in literature, annotated editions prevented both teacher and pupil from thinking. Pupils became fluent reproducing machines. (3) They created a craze for results, which were frequently totally deceptive. Promising children were exploited for the sake of results. Mr. Paton did not, however, declare for total abolition. He thought examinations had their place. Like fire, they were a good servant but a bad master, and he appealed for the closer co-operation of inspection and examination. It was a fine utterance, worth many sessions of Conference. Mr. Paton is seeking to bind together the two branches of the profession. This year he is President of the Manchester Branch of the N.U.T.

It was appropriate that Mr. Mease should move that "a cordial understanding between the various bodies representing teachers is essential in the best interests of the whole profession." He described the work that had been done in Sheffield to establish intimacy between the A.M.A. and the N.U.T.

A discussion followed on the constitution of the Central Secondary Schools Committee of the N.U.T. A strong desire was voiced that a proportion of the members of the committee should be elected by teachers who are engaged in secondary schools. The whole matter was eventually referred to the Executive.

The Conference, it will be seen, was far from being a feast of fat things to the non-elementary teacher. Much has yet to be done before the N.U.T. can claim to have entered into a sympathetic understanding of the problems that face teachers in secondary schools. Little can be hoped for until suspicion be banished and a worthier spirit and outlook govern the Conference debates. The true marriage of the two branches of the profession cannot be brought about until the wooing be more sincere and all jealousies be burned away in common passion for the great ends of education. Hull was disappointing, save as a festival; the Conference speeches

were often artificial—in many cases there was undue striving for effect—and the manner of approaching educational questions could by no means be described as “spiritually minded”; and, in education above all things, “to be spiritually minded is life.”

SYDNEY WALTON.

CORRESPONDENCE.

EXTERNAL EXAMINATIONS.

To the Editor of The Journal of Education.

SIR,—It would almost seem, in these changeful days, as if the Englishman had lost the power of *weighing* the force of an argument, and that, in the consideration of even the most vital matters, he was influenced more by the *number* and variety than by the weight of the arguments for or against a course proposed. This conclusion is borne in on us by the perusal of the recent report of the Consultative Committee of the Board of Education on the subject of External Examinations in the secondary schools over which the Board has control. According to this report, External Examinations encourage cramming; they limit the range of studies and stereotype them; they are detrimental to the health of the children; they occupy the thoughts of masters so entirely as to interfere with moral training and the cultivation of character; they encourage an unhealthy rivalry among the children themselves; and they are the cause of undue anxiety among the masters who teach them, &c., &c. The indictment against these External Examinations seems overwhelming; the *number* of the arguments against them is legion; the conclusion apparently self-evident. Let them be destroyed—root and branch! If any be required, let them be confined to a Leaving Examination, to be undergone quite at the end of the school life before going out into the world, and

a Testamur, perhaps, granted by the head master, without examination!

In coming to this conclusion, however, the Committee appear to have overlooked the fact that they have entirely eliminated competition from the education of the young—competition, the most powerful motive force that induces the child to fulfil the main purpose for which he is sent to school. Not only is it eliminated from the ranks of the children, but it is eliminated equally from the ranks of the masters and mistresses who teach them. The evil does not end here: it extends to the heads of schools, who would be deprived by the recommendations of the Committee of all means of evidencing in any way the superiority (or inferiority) of the conduct of their schools.

The Committee may stigmatize the competition set up by the external examination as *unhealthy* rivalry; but the fact remains that rivalry is about the only force that will induce the average English boy to do the best with the faculties with which Nature has endowed him. The impulse to do his best thus set up has also the great advantage of being spread over the whole body of those who enter—it is not confined (as with prize-giving) to a limited number of the best children, but acts equally on the rank and file, not one of whom is indifferent to being posted as a failure, and each of whom is interested in making his position on the Pass List as high as he can.

To the enormous importance of rivalry among children as a force in inducing them to work, the great majority of practical schoolmasters (would that there were more on this Consultative Committee!) would be ready to testify. It is, now that the march of progress has abolished corporal punishment in schools, almost the only incentive available to make a boy work. The normal boy's interests and aspirations are all centred on sports; his feelings towards the acquisition of knowledge range from absolute indifference to positive anti-

(Continued on page 310.)

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pathy; and now the proposed abolition of this rivalry would leave the teacher helpless in the face of this indifference and this antipathy.

Second only to the effect of rivalry on the children is its effect on the masters who have to teach them. The ambitious and efficient welcome it as giving them the opportunity of proving their efficiency. The somnolent and the inefficient dread it as likely to reveal the fact of their incompetence to the Head of the school who appoints them.

In the same way, the ambitious Head welcomes it as enabling him to spot the weaknesses of his staff of masters, and to remedy them, and thus bring his school up to the level or above the level of others in the same class. And behind the headmaster there stand the public bodies to which many of our large public schools belong—the Education Committees of the County Councils, the City Companies, &c. Are they not equally interested in preserving the External Examination, the only means they possess of testing the success of the schools under their control and the efficiency of the Head whom they have appointed?

In summing up this side of the question, the feelings of the public (the parents of the children who are being legislated for by the Board of Education) should not be entirely disregarded. About their desires in this matter there can be no question whatever. They have not yet been "converted," as the Report itself admits; they take the greatest interest in the success of their children, for which the public outside examination is the only reliable test; and they frequently require the testimony of the certificate awarded in furthering their entrance into business or public employment. It is, in addition, almost the only means they have of appraising the value of the instruction their children are getting at the schools they attend, or of choosing a school to which to send them.

To go one step higher, now that the Board of Education threatens to control (perhaps to absorb) the whole secondary education of the country, are we not, in destroying the public

External Examination, depriving ourselves of the only reliable test of the success of the Board's own administration? May we not even be said, in abolishing this indirect form of criticism, to be destroying one of the safeguards whereby the Board itself may be saved from falling into the stagnation of other great Government Departments, wherein efficiency and merit have little opportunity of being recognized and promotion goes by seniority alone?

T. T. H.

[We willingly admit this letter as the best that can be said for a policy that we have persistently opposed. To answer it would need an article, and we will only ask the writer one question: Does he consider German schools, where external examinations are unknown, less efficient than English schools?—ED.]

GRAMMAR STYLE.

To the Editor of The Journal of Education.

DEAR SIR,—A friend of mine, who read my article in the April *Journal* upon "Grammar and Style," has been good enough to point out to me that, at the meeting to discuss the Interim Report on Grammatical Terminology published by the Joint Committee of the Classical Association, a majority expressed strong approval of the grammarian's method of dividing sentences into "simple" and "complex." To make my point clearer, let me give an instance of a "simple" sentence:—"These grammatical experts, knowing the difficulties of the subject, hearing all sides of the question, desiring to find some satisfactory solution, patiently examining and inquiring, seeing, discussing, weighing and pondering, decided upon the retention of the present grammatical distinctions, leaving the matter thus upon the lines of precedent, fortifying the present distinction by the prestige of their influence, hoping thereby to aid in a satisfactory settlement of hitherto debatable matters."

So much for simplicity. Now let me give an instance of a "complex" sentence:—"To argue that the above sentence may be called *simple* is surely ridiculous."—Sincerely yours,

The Home School, Grindleford,

WILLIAM PLATT.

Derbyshire, April 7, 1912.

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HORACE ODES, i. 16.

A PALINODE.

OF a fair mother child more fair,
Those ribald rimes of mine don't spare;
Burn them, or let the raging West wind
Over the sea that libel bear.

Not Dindymene so can quell
The sense, nor in his Pythian cell
The god, nor Liber; not so madly
Corybants clang their gongs and yell,

As savage wrath; wild seas that drown
It braves, and armed warriors' frown,
And ravenous fire, and Jove in angry
Thunder and lightning crashing down.

Prometheus forced to add, they say,
Some part of all flesh to his clay,
Took from the lion his gall and made us,
Each in his wrath, a beast of prey.

'Twas wrath that caused Thyestes' fall,
'Tis wrath that threatens cities tall
With ruin, till the proud oppressor
Marks with his share the battered wall.

Then, lady, curb your anger; I,
I too, in days, alas! gone by,
When my young blood ran hot, was tempted,
Fool that I was, to rimes to fly,

Those wanton rimes of youth. Forbear,
Accept a penitent's meek prayer.

Oh, pardon; smile once more upon me,
Let me again your friendship share.

F. S.

OBITUARY.

THE REV. F. RENDALL.

THE death of the Rev. Frederic Rendall, which occurred on April 21 at his home in Philbeach Gardens, removes almost the last surviving member of the Harrow staff appointed by Dr. Vaughan. That staff included many men of mark—Bishop Westcott and Dean Farrar, E. Bradby and James Robertson (in succession Head Masters of Haileybury), and E. M. Young (Head Master of Sherborne), Prof. Henry Nettleship, Bosworth Smith, E. E. Bowen, and R. H. Quick. Frederic Rendall was one of the famous Birmingham scholars educated by Prince Lee. He was senior in the Classical Tripos of 1845, bracketed with Dr. Holden, Twenty-ninth Wrangler, and first Chancellor's Medallist. Elected to a Trinity Fellowship the next year, he joined the Harrow staff in 1848, and held his mastership for thirty-three years.

Rendall was not great as a teacher, and the Lower Fifth Form was a block on which the razor made no impression. In those prehistoric days the art of teaching was unknown, and his colleague, Quick, was regarded as a harmless faddist with a bee in his bonnet. But as a house master he won the affection and esteem of his pupils. Grove Hill was a deservedly popular house with parents, as one in which their boys would find some of the amenities and care of home life. Among Mr. Rendall's house pupils were A. J. Symonds, Lord Rowton, and Lord Moncreiff. Since his retirement Mr. Rendall devoted himself to theological work: he was a frequent contributor to the *Expositor*, and published several commentaries on books of the New Testament. He died in his ninetieth year. The late Head Master of Charterhouse is his son.

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"HYSTERICA PASSIO MEDICORUM."

THE present writer once tried to stop a fight between two women in the Euston Road, but failed to break through the gang of male ruffians who were keeping the ring. Espying a policeman in the distance, he called his attention to this breach of the peace, and the policeman went off at a somewhat leisurely pace in the direction of the crowd, but, instead of intervening, he was seen mizzling down a side street. Which things are an allegory. We have watched the contest between Suffragists and Suffragettes, between one half of the Cabinet represented by Mr. Asquith and the other half represented by Mr. Lloyd George, and we have held our peace. But we have no mind to play the part of the prudent policeman on the plea that the Suffrage question does not concern a non-political journal, and the lull which has followed the rejection of the Conciliation Bill affords us an opportunity of expressing our sentiments on a question that is no less educational than political.

That this is so is shown by letters to the *Times* from two distinguished doctors, who profess to pronounce judgment purely on physiological grounds and unbiased by its political bearings. For our purpose we need quote only the last paragraph of Dr. Leonard Williams's letter:—

It is time that parents and guardians realized what this means [screaming and scratching and wanton destruction] in the matter of the development of the characters of those for whom they are responsible. If there are no more Marthas in this country, and the Marys are ever and anon to punctuate their passion for fruitless contemplation of imaginary wrongs by wild outbursts of organized tarantism, sacrificing their physical and moral womanhood on the sorry shrine of a ballot box, then the lunacy laws will require revision.

We need not take very seriously such wild and whirling words, though they appear in large type on the leader page of the *Times*. Dr. Williams is evidently a homœopath who believes that stone throwing can be cured by throwing mud. But they are significant as indicating what is often felt but rarely expressed, the revolt of primitive man against the

higher education of women. There are still many men who hold with Dr. Williams, though they have not the courage of their opinions, that we should revert to the training of Marthas, the housekeeper, the Hausfrau, the odalisque, and that Marys who have "chosen the better part" are an abnormal product of the forcing house that needs to be severely checked, and in the last resort consigned to Bedlam.

Sir Almroth Wright's letter of three columns (*verbosa et grandis epistola*) merits more careful consideration, but we can deal only with parts of it. He begins by saying that there are facts of sex on which no man feels at liberty to speak (and we agree with him) and he then proceeds to discuss these matters fully and unreservedly. Here we cannot follow him. He lays down as a first principle that the normal condition of women is motherhood, and we agree likewise with the rider that fatherhood is the normal condition of man. The one remedy for the present discontent he finds in the emigration of the half million of excess female population. Peace will come when every woman for whom there is no room in England finds rest beyond the seas, "each one in the house of her husband." That such a plantation beyond the seas is highly to be desired we should be the first to admit, but it will not bring about Sir Almroth's millennium of forty-two millions of contented females, all actual or prospective mothers and all offering willing subordination to the father or husband who holds the purse strings and rules by the right of the stronger.

The fallacy that vitiates the whole of Sir Almroth's argument is the assumption that the sexual instinct dominates all the relations between men and women to the exclusion of all other, the ignoring of a common humanity. He believes with the author of Genesis that "male and female created he them," the man to till the ground in the sweat of his face and the woman to be his helpmeet and replenish the earth. He has still to learn the higher gospel that Man (*der Mensch*) shall not live by bread alone; that in heaven, and in more than one mansion of the kingdom of heaven on earth, there is neither marrying nor giving in marriage.

To descend to particulars, Sir Almroth tells us that a man doctor is unwilling to meet in consultation a woman doctor because he wishes to keep up as between men and women "the modesties and reticences upon which our civilization has been built up." Does he not see that in the sick room sex ceases to exist; that, if he were logical, he would attend none but men patients and banish all female nurses from the hospital? For such modesties and reticences we must look to the East with its harems and zenanas.

Again, he pronounces it a fatuous claim that women should receive the same wage as men for the same work. If, and so far as, by reason of sex, their work is inferior, *cadit quaestio*, but some of the grounds that he alleges for their universal inferiority seem to us (to use his own word) fatuous. A woman, forsooth, cannot work cheek by jowl with a male employer, nor work among men as a man with his fellow employees. This imaginary incompatibility is disproved every day in the Civil Service, the Inspectorate, the Post Office, Banks, and Kew Gardens.

Sir Almroth is more discreet than his colleague and does not directly attack the higher education of women, yet he asserts that militant hysteria is fostered and encouraged by colleges and schools which are staffed by unmarried suffragists who teach young girls "such tales as it never entered into the heart of man to conceive" of the rights of woman and of the indignities and outrages that she has suffered at the hands of man. We venture to assert that this is a pure fiction of the brain, and shows that Sir Almroth knows no more of girls' colleges and schools than we know of bacteriology, and in proof we would challenge Sir Almroth to name any association of men, from the Royal Society to the Head Masters' Conference, so level-headed and free from cranks and faddists as the Association of Head Mistresses.

We should like to have discussed the letter paragraph by paragraph, and it is only out of consideration for our readers that we have chosen salient points that could be dealt with shortly. It would have been easy to show that some of the

arguments are mere claptrap and puerile. Thus, because *en dernier ressort* it is a vote that determines the execution of a criminal Sir Almroth concludes that "the noblest woman in England would see that it is not precisely her job to hang a murderer." Does he hold that by signing a death warrant Queen Victoria was degrading her sex? As a climax we are asked whether the legislator would be helped in remodelling the divorce or the bastardy laws by the presence of unmarried suffragists as assessors. Could a more unfortunate instance have been chosen? For answer we would quote the dictum of a great Roman jurist, A.D. 215. Ulpian writes: "It would be most inequitable if a man demanded chastity (*pudicitia*) from his wife when he himself in no way set her the example." Thanks to J. S. Mill and other like-minded male suffragists, the English law of divorce has been during the last fifty years reformed and purged of its grossest inequalities, but it still lags behind the Roman Code of the third century. Would not the pace have been quickened if women had been able to express directly by their votes their sentiments on marriage?

We detest militarism in every form more heartily than does Sir Almroth Wright. Like him we would punish all law-breakers, men and women alike, but his contention that the world is governed by physical force seems to us not only immoral but contrary to fact. It is not the fact that suffragists are composed of sexually or intellectually embittered women, women who have failed to attract husbands or been worsted in the unequal struggle of active life. For a complete answer by anticipation to Sir Almroth Wright we must refer our readers to "Homo Sum, a letter to an Anti-Suffragist from an Anthropologist." The letter is unsigned, but there is no attempt to conceal the authorship, and we should be curious to know under which of his neurotic categories Sir Almroth would class the writer.

Since the above was written, Miss Jane Harrison has acknowledged the authorship of "Homo Sum," and Miss Faithfull has indignantly denied that Cheltenham College or girls' high schools generally are used as propaganda for women's suffrage.

THE USE OF THE TALKING MACHINE IN THE TEACHING OF MODERN LANGUAGES.

THE claims of the talking machine as an aid to the teaching of modern languages are now being seriously considered by teachers, yet it would seem that in very few cases has the phonograph or gramophone been put to the test of actual work in the classroom. Articles have appeared in various educational journals dealing with the advantages of one or other of these instruments to the teacher in improving his pronunciation, and in keeping him in touch with the foreign language, but few (if any) articles dealing in detail with their practical use in teaching have been available at least in this country. The time has therefore seemed opportune to invite attention to the practical side of the matter, and to state the results of the writer's own experiments with various classes of boys and girls ranging in age from twelve to fifteen years.

At the beginning one may be pardoned for emphasizing the truism that no talking machine can ever take the place of the teacher. The teacher has still quite enough scope for the display of his linguistic powers, and he must not feel that he is discounting his own capabilities in employing any means that minimizes the inevitable drudgery of repetition. In ordinary teaching we know it to be a fact that pupils will repeat wrongly over and over again certain sounds rightly pronounced by the teacher, except the latter by suitable methods removes the cause of error. The same is true to a still greater extent when a machine is used. Nor need the teacher who employs either of these instruments feel that he is thereby making confession of his own weakness. Of course his pupils

will criticize and compare; most teachers will relish that criticism and comparison. Indeed, it is good for us to realize that our pupils are on the *qui vive* for our faults. Any means which arrests the attention and thereby focuses the child's mental powers is valuable, and the use of the machine without doubt renders the child more critical and more observant. Nor is the increased attention a short-lived one provided that the use of the machine is not overdone.

Some difference of opinion exists as to the relative merits of the phonograph and gramophone as aids in the study or teaching of languages. In the writer's opinion the phonograph is the more useful instrument for school purposes. With a phonograph a teacher is able at small extra cost to make records of his pupils' efforts, and can usually with the aid of an obliging native add to his collection of records for class use. This making of pupils' records is perhaps the most potent influence that a teacher can possess in the improvement of the individual pronunciation of his pupils.

We may repeat and repeat our sounds; we may bring into our lessons all the help that phonetics can give to make our pupils' pronunciation approximate to that of the native, but our efforts do not appeal to the child in the same way that the possession of his own record does. A child will take unlimited trouble to satisfy his teacher if he knows that he will become the proud recipient of a self-made record which he can put on his own phonograph or that of a friend. Apart from the actual value of these records to the pupil, they are often the means of interesting the parent in the child's work, and this is a factor the importance of which will be readily admitted by most teachers.

No doubt it is true to some extent, as Prof. Rippmann points out in *School World* of April, 1906, that "the making of records is of real value only to the trained observer." The teacher ought surely to be included in the category of the "trained observer." Records made at regular intervals ought to be of value to the teacher if he selects his pupils properly and makes a careful note of progress. But the making of records is of use to the child quite apart from the increased enthusiasm evoked by the effort. It has been found that the sound of a boy's own voice will, in some cases, help him more than any amount of explanation or criticism from the teacher. The pupil can compare his effort with that of the teacher (or better, with that of a native). Children are very keen critics of their own work. They can state in the main where differences exist between their efforts and their "copy." It is the business of the teacher to get rid of these differences, and he accomplishes this much more quickly when the pupil appreciates the fact that there are such differences.

The value of this record-making having been insisted on, it may be pointed out that the actual work can be satisfactorily attempted by the veriest novice. The Edison recorder costs 12s. 6d.; a suitable horn for recording can be made of cardboard, and pupils are usually glad to supply their own "blanks." The Edison blanks (1s. each) have been found to be the only satisfactory ones, and have the advantage that they can be used several times after being "shaved"—a process which usually costs a penny.

Exception has been taken to the peculiar *timbre* of the phonograph, and to its somewhat *nasillarde* reproduction of certain sounds. But it may be questioned whether its slightly strident tone is not, after all, a real advantage, especially in the case of French. It seems to help the teacher in that it serves to emphasize the vowel sounds, and thereby counteract the pupil's tendency to diphthongalization. No tendency to reproduce the *nasillarde* qualities has been observed—here no doubt the voice of the teacher keeps matters right. Comparing the results obtained with the gramophone, and other machines of that type, a good phonograph seems to have less scratching sound, and to be more easily followed at the back of the classroom. Careful attention must be paid, however, to the speed at which the reproducer is travelling. The Edison "Standard" (£5 15s. 6d.) is a very suitable machine for school purposes; if it is not desired to make records, one of the cheaper machines will serve almost as well.

It is in the matter of records that the teacher has most ground for complaint. At present, there seems to be very little variety of cheap records available. Really suitable records are, however, supplied by Mrs. J. G. Frazer, of Cambridge, and, with the exception of a few suitable ones in Edison's list, those of Mrs. Frazer were used almost exclusively in the present instance. These cost 3s. each or 34s. 6d. per dozen.

The French records in this series consist of "Fables" of La Fontaine; dictation passages based on these fables; selected scenes from Molière; a very useful selection of French phonetic exercises; nursery songs; dialogues from Mrs. Frazer's well-known "Scenes from Child Life"; advanced classical pieces and French recitations. One has only to mention Mrs. Frazer's name to feel assured of the educational soundness of the series, and the teacher who desires a selection of records of varying degrees of difficulty and suitable for class use (an important point when one is dealing with records) cannot do better than make use of this exceedingly good collection.

Perhaps the way in which the phonograph can render most service to the modern language teacher is in the matter of songs. In teaching songs one is compelled to spend a considerable time before the pupils are familiar with the tune. Pupils supplied with copies of the words can learn the song from the phonograph in an amazingly short time. One feels, however, the need of more advanced songs for elder pupils than are at present available in this series. With younger children they are a great help forward in what is usually one of the most enjoyable features of their modern language lessons. By means of the phonograph one is enabled to double the number of songs taught, and certainly to reduce materially the labour of teaching them. After a little practice the child, gradually join with the instrument, and seem to take an especial pride in commencing exactly with the machine.

The spoken records may be put to various uses. To bring specially into prominence the intonation of the language as a whole, an unknown record can be put on and the general flow of sound noticed. Children are keen in trying to find out as much as possible of the record, and they will try again and again until they have satisfied themselves as to its contents. Gradually the record may be used as a dictation exercise, sentence by sentence, and each pupil can note the words or phrases which he failed to recognize. In this way it has been found that certain definite related sounds persistently give trouble to certain individuals. In this exercise the pupil can work with his teacher to increase his power of understanding the spoken language.

The special dictation records have proved very interesting. They are modelled on fables, &c., which have already been taught, and thus the pupil is familiar with the vocabulary of each test. The whole piece is recited first, and then at suitable intervals each phrase is repeated three times. Occasionally the records tend to go rather quickly, and the struggle to keep pace with the inexorable machine becomes interesting.

After sufficient repetition the recitations have a marked influence upon the pronunciation of the children. Simultaneous recitation (if the practice is indulged in) follows quite as easily from the machine as from the teacher. Besides, the latter is thus put in a much better position to point out mistakes than if he were attempting to do the work which the machine does in addition to his proper work—that of drawing attention to errors. It has been found an excellent plan to allow five or six pupils to repeat with the machine—the others listening and noting any differences.

Perhaps most benefit is reaped from the Phonetic Exercises, as they provide drill on those sounds which are most difficult. There are exercises on the vowel sounds themselves; sentences illustrating different phonetic principles; exercises on nasal vowels; and a collection of general exercises on pronunciation and enunciation which are great favourites with children. It might be pointed out that the isolated vowel sounds are not always a success; in some cases they tend to take away the attention of the class from the sentence which follows. This phonetic collection is of

great help to the teacher; he can drill class after class and still preserve *some* freshness of voice. This saving of voice and energy alone would, in the writer's opinion, justify the use of the phonograph even if it possessed none of the advantages which have been claimed for it in the preceding paragraphs.

The phonograph, with a dozen records and recorder, means an initial expenditure of over £8, and grants are not, as a rule, readily obtained for apparatus of this description. But to apply (with slight alteration) the words of the High Master of the Manchester Grammar School in his Presidential Address to the Modern Language Association:—"Let the teacher show that the machine is worthy of its hire and before long, by an inevitable sequence of economics, the hire will be available for the machine."

W. J. MCCALLISTER, B.A.

EDUCATION IN THE PERIODICAL PRESS.

- Abertillery School Clinic. Its buildings, &c. *Hospital*, April 13.
 American Undergraduate: Third paper: the College Campus. By Clayton Sedgwick Cooper. *Century*, March.
 American Undergraduate. By Clayton Sedgwick Cooper. *Century*, April.
 Fourth paper; reasons for going to College.
 Athletics at Continental Universities. *Field*, March 30.
 Basis of National Strength: Knowledge, reason, and rebellion. By Charlotte M. Mason. The third of three letters. *Times Educational Supplement*, April 2.
 Cambridge during Lent Term. *Times*, April 1.
 Child and the Act. By R. C. Davison. *Daily News*, March 22.
 Insurance Act.
 Child that is Different. By Rheta Childe Dorr. *Century*, April.
 Largely mentally deficient children and their education and treatment.
 Chinese Children, Training of. By Harriet Monroe. *Century*, March.
 Classroom Environment. By Grahame H. Skinner. *Medical Officer*, March 30.
 Describes present conditions, and suggests improvements.
 Classroom Environment. By Grahame H. Skinner. *Sanitary Officer*, April, 1912.
 Compulsory Continuation Schools. By A. S. D. Schools and Scholars. *Morning Post*, March 22.
 "The training should be given, if possible, in the actual workshops and by experts, perhaps by experienced foremen whose working days are over. Above all, the employers should be brought directly into the management of the system in order that they may feel their interest in the increased efficiency of their young workpeople."
 Conference of National Union of Teachers. Reports and Comments in most papers about April 12.
 Do English Parents care for Education? By W. Jenkyn Thomas. *Daily Telegraph*, March 28.
 "Longer school life for foreign children. Better results."
 Educational Ideals. By the Rev. J. H. Jowett. *British Congregationalist*, March 28.
 Education of the Physically Defective. *Hospital*, March 23.
 Fine Arts in Education. By Sir Wm. B. Richmond. *Daily Telegraph*, March 28.
 "An innate impulse. Born craftsmen. Dangers of machinery."
 Grants for Medical Treatment of Children; Board of Education Regulations. *Local Government Chronicle*, April 13.
 Great Head Masters. By A. S. D. Schools and Scholars. *Morning Post*, April 19.
 How the Child Fares: a School Feast in Strike Time. *Daily Chronicle*, March 29.
 How to Become a Teacher in an Elementary School. *Local Government Chronicle*, April 6.
 Leading article on the Board of Education pamphlet.
 Indian Affairs: The New Financial Policy. *Times Educational Supplement*, April 2.
 Juvenile Employment. By E. A. H. Jay. *Morning Post*, April 9.
 Local Administration: The Threatened Dearth of Teachers; Some Practical Experiments. *Times Educational Supplement*, April 2.

London University, Future of. *Times Educational Supplement*, April 2.

Modern Schools and Modern Sides. By G. K. Schools and Scholars. *Morning Post*, March 29.

"When once the differentiation of courses begins in earnest, it is the better way to keep all its different branches within a single enclosure. The value of this arrangement has often been pointed out. It is the best way to keep the classic from becoming a prig, or the scientific boy a materialist."

Municipalization of Medical Treatment for School Children. By Charles V. Chapin. *Medical Officer*, March 30.

Nation's Schools. Expansion of the Curriculum. Girls and Mathematics. *Morning Post*, March 20.

Deals with the Annual Report of the Board of Education.

New Spirit in the Teaching of English. By A. S. D. Schools and Scholars. *Morning Post*, April 12.

On Religious Education. By J. B. *Christian World*, March 21.
 From the religious standpoint.

Payment of School Teachers during Absence. *Local Government Chronicle*, April 13.

Progress of Education. *Local Government Chronicle*, April 20.
 Responses, Series of Letters on, by Various Correspondents.

Times Educational Supplement, April 2.

Sanitary Legislation and Education. By H. Percy Boulnois. *Surveying and Housing World*, March 30.

Extracts. Read at the Royal Sanitary Institute.

Sectarian Universities in India. By Sir Andrew Fraser. *Nineteenth Century*, April.

"To have provincial Universities is sound enough, but to have an Indian University seemed undesirable."

Swedish System of Educational and Medical Gymnastics. By Rhoda Anstey. *Knowledge*, April.

Illustrated.

Turkish High School. *Morning Post*, April 9.

Vacancies for School Teachers in London. *Local Government Chronicle*, March 30.

Showing what prospects there are, and how to obtain them.

Way Out of the Present Pessimism. Schools and Scholars. *Morning Post*, April 5.

CAESAR IN BRITAIN.

BY A DRUID.

GOVERNMENT inspection is a reality; but, in spite of this, it is still the local examinations of Oxford and Cambridge which hold the controlling influence over the teaching in most secondary schools. It is their syllabus which fixes the work to be done during each year, and the style of previous papers determines the points which are chiefly to be dwelt upon. Whether we like the fact or not, it is best to realize it and to appreciate the tremendous influence exercised by these examinations on the education of the country. It is useless to try to reform the teaching done in schools unless such reform is encouraged by the style of papers set by these examining bodies, and it is remarkable how very little different these papers are from those which were set thirty years ago. The examiners seem to have forgotten nothing and to have learnt nothing.

The educationist may say that examinations are a mistake and have a deadening effect on teaching; but, unfortunately, the public judges of a school by the number of its successes, and an assistant master who does not see that his pupils pass in the subjects for which he prepares them will quickly find that he must seek for another post. Teachers, though they may chafe under the conditions by which they are bound to do and teach certain things, are more or less slaves to the system in which they live and in which they have to do their work.

It is this fact which explains the common use which is made of translations of the Latin authors which are read in ordinary schools, particularly of Caesar. Writer after writer in the various educational magazines has pointed out the unsuitability of the "Gallic War" for elementary classes, but as it is always

the prose subject for the Locals, Caesar becomes the chief author read by most boys. His constructions are hard, his sentences frequently long, and his interest for the general reader of the smallest. But, though this has been said again and again, it has had absolutely no influence with examiners, which must be the excuse for repeating it once more. The majority of scholars in our grammar schools come to them, at the age of twelve or thirteen, with absolutely no knowledge of Latin, and when they begin to prepare for the Junior Locals they have had time for little experience in continuous translation. During the first term, therefore, fifteen chapters are the most that can be read thoroughly by those who have little or no knowledge even of the accusative and infinitive or the ablative absolute. As three lessons a week, or more usually two, are the most that can be given to translation in these days of almost unlimited subjects, it follows that during the rest of the year from twenty to twenty-five lines must be read during each lesson of about forty minutes, even to go over the work only once. But any teacher knows that by the time the end of the book is reached the first part is forgotten, unless there has been frequent revision. The public has to see results, the Head has to be satisfied with passes, and the boy requires a certificate, perhaps for professional purposes. There is a broad and easy way for the satisfaction of all parties. Distribute translations; allow the use of cribs. They are detrimental to the study of Latin, they discourage self-reliance, but they increase the chance of a pass and render good marks a greater certainty. Those who thoroughly disapprove of them are yet frequently driven to their use by the necessity of revision, and of cramming up a book of Caesar which there is not time properly to read through.

Teachers are bound by the examination system, and they cannot free themselves from its requirements. Their complaint is that their efforts after reform are not backed up by those who have the setting of the papers—a class of men who, as a rule, have little or no practical acquaintance with class work. It is often whispered that trade and money-making are at the bottom of many abuses which are difficult to understand; that Caesar is set because the publishing houses have copies of which they wish to dispose; that the set books in general are arranged not for the advantage of education, but for that of the University Presses. Of course, this must be a slander, but such things are said, and it is often difficult otherwise to explain why certain authors have so frequently to be read. But the vagaries of examiners are always inexplicable. Those who have the setting of papers seem to be quite unaffected by opinions expressed over and over again by the highest authorities on educational matters. In English subjects the absurdity of turning the finest thoughts of the poets into the worst and baldest of prose has been demonstrated for years past; but so long as examiners ask for paraphrase so long will time have to be wasted by practising it in class. But this is a digression. My main point is this—that the examination in Latin of the University Locals does not conduce to the best teaching; that it encourages the use of translations even by those who disapprove of them; and that many of the books set are quite unsuitable for the majority of the candidates.

I would suggest, then, that Caesar be entirely abolished in all elementary examinations; that the set book necessary for a pass be much shorter than at present; and that, for the sake of more advanced classes taking the same examination, two or more books may be set, but that one of these should always be sufficient for a pass in the subject.

If the statistical tables of the Locals be examined, it will be seen that there is something decidedly unsatisfactory in the present system; for only a small proportion of the candidates examined take Latin, and yet it is a subject almost universally taught in the schools by which these examinations are chiefly supported. No doubt the schools themselves are largely to blame, but with a different sort of papers a different result might be attained. A change of some kind is manifestly necessary, but, to produce a thorough reform, it is, above all things, necessary to convert the examining bodies.

CONFERENCE ON SCRIPTURE TEACHING IN SECONDARY SCHOOLS.

THIS Conference was held at Cambridge, April 10 to 13, and was well attended, though the disorganization of the railway services prevented the attendance of some who would otherwise have been present.

Wednesday evening, 8 p.m.: opening address by the Chairman, Mr. H. CRAIDOCK-WATSON, M.A., Head Master of Merchant Taylors School, Crosby, Liverpool, on "The Place of the Bible in Public School Education."

Mr. CRAIDOCK-WATSON pointed out that, while there was no religious difficulty at present in the public schools, it was a question whether this was not due rather to indifference than to wise tolerance, and with the improvement in Bible teaching difficulties might well arise; if so, they must be prepared to face them and to overcome them by the exercise of a little worldly tact as well as of Christian charity. Common work for common ideals was the great solvent of religious controversy. By an improvement in their Bible teaching he meant not only an improvement in method and a more satisfactory dealing with the problems of modern criticism, but also the giving to the Bible lesson a more religious value. To this end mere syllabuses were of little value; it was "the man behind the guns" who counted. Modern teaching in all subjects made more of a demand on the teacher, and the Bible lesson above all required not only considerable knowledge but the greatest moral earnestness on the part of the master. In laying stress on this he was not blind to the danger of appealing too directly to the religious instincts of the growing boy and of making a "prig" of him. The development of the schoolboy followed the development of the race, and in the "Viking" stage the fostering of the right habit and the setting before him of the right example were all-important. For this purpose the Old Testament, properly edited, was an ideal textbook; its development followed the lines of development of the child's mind. The first thing they had to do was to awaken interest in the Bible, which was too often to the boy a *dull* book. To do this they must appeal to the historical, the literary, and other human interests. The different values of the different books must be brought out, the distinction between prose and poetry, history and allegory made clear. The old-fashioned literalism was a thing of the past, but its evil consequences remained in much of the indifference, if not scepticism, of the day. The Prophets, too, must be put into their proper historical perspective, and their lessons for their own day as well as ours brought out. Through all this, the moral and spiritual value of the Bible must not be neglected; above all things they must give purpose to their lessons by emphasizing the spiritual unity of the Old Testament as a preparation for the New, and as a progressive revelation of the purpose of God to man. Without the foregoing history of Israel they could not fully understand Christ, and they were learning more and more to study the life of Jesus in relation to its human antecedents. This alone could restore to them that clearness of vision which had been too often blurred by a medieval perspective. When they turned to the New Testament they were naturally on a higher plane and could concentrate more on the spiritual teaching. At the same time they would recognize that historical issues must submit to historical treatment. Truth had nothing to fear from honest criticism. They would be careful to point out, even at school, that in the New Testament also there was a progressive revelation of God's truth to man; that there was an advance in the comprehension of the personality of Jesus Christ between St. Mark's Gospel and St. John's, a difference between the position of Peter and of Paul. The boy must leave school forearmed against the critical as well as moral difficulties he would have to face in the workshop or the University.

Thursday morning, 10—11.30 a.m.: "The Teaching of the New Testament," by Rev. Dr. H. B. SWEET, Regius Professor of Divinity.

Prof. SWEET said that the phrase "preliminary instruction" seemed to him exactly to express what New Testament teaching in schools should be. The power of the University student to profit by the further teaching he received depended largely on the training he had at school. The aim of school teaching should be largely knowledge of the subject matter, though in the senior forms the ground might be broken in regard to modern criticism. It was better for boys to meet with those difficulties at school than in a more unsettling form for the first time in after life. By criticism he meant that which was based on sufficient data or rested on a reasonable and probable interpretation of the facts. The introduction of immature minds to mere destructive criticism was to be deprecated. If he rightly understood the purpose of their Conference, there was no one who wished to make the New

Testament a mere exercise-ground for their intellectual faculties. As Christian teachers their chief interest in the Gospels lay, not in the literary or textual problems, but in their contents. Their object was to interpret to their scholars the Christ of the Gospels. Here the very familiarity of the words was in itself a danger. They had to "restore the picture" dimmed and blurred by the dust of years. To do this, they must break through the crust of conventional interpretation, and this could not be done without very careful preparation on the part of the teacher. This preparation must consist both of study and reflection. It was the personal impression of the teacher that would be the inspiration of the class. It was in the interpretation of the sayings of Jesus Christ that he had found undergraduates fresh from school most seriously at fault. Much might be done at school to help boys to get beneath the surface of the words, so as to think for themselves, and to express their thoughts in modern paraphrase. In their study of the New Testament he thought that the Synoptic portrait of our Lord should have the foremost place in the preliminary school teaching, and that boys should begin, as the early Church began, with the simple records of the facts of our Lord's earthly life before proceeding to the interpretation of the facts as supplied by St. Paul and St. John.

At the close of his paper Dr. Swete recommended many books for the teacher's own use, among others Latham's "Pastor Pastorum" as an instance of the value of personal study and reflection; and for linking up the history of the Old and New Testament narratives, "Jerusalem under the High Priests" (Beavan).

The remainder of the morning was occupied in a discussion of the miraculous element in the Gospels and the best way of presenting it to the youthful mind, so that the boy would have nothing to "unlearn" afterwards, and would best be prepared to face the intellectual difficulties which would meet him at a later stage.

In the afternoon a most enjoyable visit was paid to Ely at the invitation of Canon Kennett, who kindly took the Conference over the Cathedral, giving them the benefit of his intimate knowledge of its history, and afterwards entertained them to tea.

Thursday evening, 8 p.m.: "Is the Old Testament worth Presenting to the Young?" by Rev. Dr. FOAKES-JACKSON, Dean of Jesus College.

The title of his paper, Dr. FOAKES-JACKSON said, raised an important question, and there were many considerations which might be urged in favour of a negative answer. The morality inculcated in the Old Testament often needed some qualification. Its science and geography were full of difficulties. In its history facts were frequently subordinated to purposes of edification, and again many of the stories related could hardly be called edifying. Generally, it was asserted that the Old Testament was not of sufficient value as a medium of religious instruction to be presented to schoolboys. In reply to these objections he wished to submit a few considerations. First, in regard to the moral teaching: moral consciousness was a matter of development, and standards of morality varied. In the individual, as well as in humanity in the aggregate, morality was progressive, for it was the fruit of experience. Further, much of the ethical teaching of the New Testament was based on the Proverbs and wisdom-literature of the Old. Further, its teaching might be described as national, and was it not necessary at the present day to lay stress upon national righteousness? In regard to the second question, the antagonism between the Old Testament and elementary truths of science did not present the difficulties it did forty years ago. We now frankly recognized that the Bible did not profess to teach us science, and that the ignorance of the ancient Hebrews in this respect did not detract from the value of the truths they had to teach us. He urged then the retention of the study of the Old Testament. In spite of its difficulties, its stories stirred the imagination like nothing else in the world. Above all, it was the key to the revelation of the New Testament, which was based upon a right understanding of the books of the Old Covenant.

After a discussion on Dr. Jackson's paper, Mr. C. J. EVANS, M.A., Head Master of the Friends' School (Leighton Park) at Reading, opened a practical discussion on "Textbooks and their Use." The substance of this will be given in the Bibliography to be published in the full report of the Conference.

Friday morning, 10 a.m.: "School Teaching and Modern Criticism: Some Practical Difficulties," by Rev. H. COSTLEY WHITE, M.A., Head Master of Bradfield College. (See newspaper account.)

Modern criticism had made the teacher's part easier in two ways: it had made the Bible a real human book, and it had left him a freer hand to deal with it. As regards the Old Testament there was, thanks to modern scholarship, a body of definite knowledge that they could and were bound to impart to their pupils. With respect to the New Testament, though something had been accomplished, they still moved in a region of speculation, and the teacher could only profess his ignorance or state what he believed as his personal opinion. To take an extreme instance, if the teacher were questioned about the Virgin birth, he (the speaker) was not bold enough, nor was he qualified, to say what the answer should be. If the teacher handled the question with

honesty and could speak with conviction, he could safely speak his whole mind. If he could not, he could use what tact he possessed to postpone the answer till the question could be reopened by another master under more favourable conditions. The essential qualifications for the teacher of Scripture were honesty and conviction. Any teacher who was convinced of the truth of the Christian religion as summed up in the Apostles' Creed could discuss frankly the most glaring difficulties of the Hebrew and Christian records, and by so doing confirm instead of subverting the faith of his pupils. Modern thought had given a new and juster view of inspiration, and it was the bounden duty of the teacher to bring all the teachings of the Bible into harmony with the practical commonsense and experience of boys of the twentieth century.

The Rev. Canon KENNETT, Regius Professor of Hebrew, then read a paper on "The Teaching of the Old Testament." He urged that for all but the highest class textbooks should be discarded and lessons given from the Bible itself. He endorsed a friend's remark that the Cambridge Bible for Schools was responsible in part for the prevailing religious indifference. When a single book—say the book of Joshua—was annotated and bound just like an edition of Xenophon or Cæsar, was it surprising that the schoolboy drew caricatures on the margin or "chucked" it at his neighbour's head? The greater part of the Old Testament hung together, and there were few portions that could be properly taught without reference to other parts. As to the higher criticism, it would be a crime for a teacher to ignore it, but the results should be given to the pupil by the way, and the attention of the pupil concentrated on the spiritual force of the Old Testament rather than on the physical anatomy.

On Friday evening the Bishop of Hull (Dr. KEMPTHORNE) delivered an address on "The Schoolmaster's Opportunity." The Bishop of Hull's address was followed by a paper from the Rev. H. J. CHAYTOR, Head Master of Plymouth College, on "The Use of Selected Extracts for Form Teaching and the Principles of their Selection." Dealing with objections to the use of selections, the speaker said that no irreverence towards the Bible was involved. The open Bible would always remain in the possession of pupils, and in the upper form of a school would be constantly used, if only for purposes of reference. There were parts of the Bible which were unsuitable and inadvisable for reading in the lower forms, and there were certain subjects discussed and certain expressions used which required either explanation or excision. While explanation upon matters of sexual physiology was desirable, such questions should not form part of a Scripture lesson, unless the treatment of them could be based upon knowledge already in the learner's possession. Selected extracts were further desirable for the reason that the Bible as a whole was an inconvenient book for use with lower forms. Chapter and verse divisions were often misleading, and the Authorized Version made no difference between poetry and prose. The Bible provided no continuous history for some parts of the narrative; for instance, the history of the wanderings of the Israelites in the wilderness after the giving of the Law was scattered through the books of Exodus, Numbers, and Deuteronomy: why should not the passages required be printed in conjunction? There was also a large amount of matter that junior students were never likely to read. Such a selection of passages as that edited by Canon Glazebrook should be used in the lower forms of a school. A scheme should be drawn up to ensure that when a boy had reached the Lower Fifth he should have covered the Old Testament narrative in outline and the New Testament Gospel history. In the Fifth and Sixth Forms he would begin the study of special books for examination or other purposes, and the Bible as a whole would then be constantly in his hands. Reverence for the Bible would only be increased by methods of teaching which would make the study and appreciation of it clearer and more rational.

The concluding session of the Conference was held on Saturday morning, when Mr. F. G. YOUNG, Head Master of Bishop's Stortford College, read a paper on "Suggestions for a Syllabus of Lessons to a Sixth Form or an Introduction to a Study of the Gospels."

We understand that the Committee will publish shortly the principal papers read at the Conference, and that it is intended to hold a similar meeting next Easter, probably at Oxford.

AMONG the passengers in the "Dunottar Castle" for the Easter cruise to the Isles of Greece were Mr. and Mrs. Lyttelton, of Eton; Canon James, of Malvern; the Dean of Winchester; and Miss Furneaux and Mr. C. H. Greene, of Berkhamsted.

WE would call the attention of modern language teachers to Messrs. Dent's new series of "Best French Plays." The titles of the first six volumes will be found under "Books of the Month." They are well printed, strongly bound in limp cloth, and cheap. It is needless to point out the various uses to which they can be put.

JOTTINGS.

THE National Food Reform Association will hold a Conference on Diet in Schools on Monday, May 13, at the Guildhall. The Lord Mayor will preside at the first session, and papers will be read by Dr. Clement Dukes, Dr. Mumford, Dr. Shelly, and Miss A. M. Burns. Application for membership should be made to Secretary, 178 St. Stephen's House, Victoria Embankment, S.W.

THE 218 Trade Scholarships for Girls awarded by the L.C.C., and consisting of free tuition and a maintenance grant of £8 for the first year, and £12 for the second year, have been assigned to the following institutions:—Borough Polytechnic, Paddington Technical Institute, Shoreditch Technical Institute, Shepherd's Bush Trade School for Girls, Bloomsbury Trade School for Girls, Woolwich Polytechnic. The members learning the several trades are as follows:—Dressmaking, 64; Designing and making of wholesale costumes, 38; Upholstering, 28; Ladies tailoring, 26; Millinery, 17; Cookery, 10; Photography, 8; Waistcoat making, 7; Corset making, 7.

THE Prize Fellowship of £120 offered by the Federation of University Women for research work has been awarded to Miss C. E. Spurgeon, Lecturer in English Literature at Bedford College, London. Miss Spurgeon will pursue her work on Chaucer criticism, to which her "*Chaucer devant la Critique depuis son temps jusqu'à nos jours*" served as introduction.

THE Board of Education have just published their complete list of Holiday Courses. This year there are thirty-seven courses (mostly in the summer), twenty-three in France and French Switzerland, seven in Germany, and four in Great Britain—at Edinburgh, Oxford, London, and Ramsgate. The paper costs 2d., and can be obtained through any bookseller.

WHAT is a *toquade*? The word is as strange to us as it was to the author of "*Five Years in a Paris Convent School*." It means the nun chosen by a pupil as the object of her idolatry, to be enshrined in her heart as the ideal of perfection. No wonder that the author, who considered them all a pack of silly old maids, eventually left the Order. The wonder is how she came to endure five years of it.

THE Association of Head Mistresses has just issued a third edition of its pamphlet, "*The True Sort of Secondary Education for Girls*," of which the second part, "*Salaries and Staffing*," has been entirely recast. It is pointed out that since 1905, the date of the first edition, by reason of the Board of Education's requirements and the increase of special subjects, one teacher for every twenty pupils is the irreducible minimum; further, that for fully qualified teachers (a University degree and training) £120 is the minimum living wage. This should rise by annual increments of £10 to £220 (the scale adopted by the London County Council). The salary for head mistresses ought not to fall below £300, non-resident, and in a few large schools there should be prizes of £1,000. Mrs. Bryant points out that, if women continue to be paid at a lower rate than men for the same work, the effect will be, as in America, that men will be ousted from the teaching profession.

MISS L. C. BREW, M.A., who has been for seven years head modern language mistress at the Godolphin and Latymer School, Hammersmith, has been appointed Head Mistress of the West Hartlepool Municipal Girls' School, and enters upon her duties there in September next.

AN interesting case of liability for school fees was decided last month in the City of London Court by Judge Lumley Smith. The plaintiffs kept a boarding school at Lausanne, and sued the defendant for a term's fees due on account of his daughter. The girl had not been vaccinated, and the father refused to allow her to be vaccinated in accordance with the State law of the Canton de Vaud, and ordered his daughter to return to England. The Judge held that it was the parent's business to ascertain the law of the land to which he was sending his unvaccinated daughter, and gave judgment for the plaintiffs, with costs.

THE National Peace Congress, which meets May 15 to 18 in the Caxton Hall, Westminster, will devote one session to the consideration of the educational side of the Peace question. Sir James Yoxall, M.P., will preside, and papers will be read by Principal Estlin Carpenter, of Manchester College, Oxford, on "*The Universities and Peace*;" by Mr. John A. Hobson, M.A., on "*The Importance of Instruction in the Facts of Internationalism*;" and by Mr. F. J. Gould on "*The Peace Teacher at Work*." Delegates from the N.U.T., the Froebel Society, and other educational associations, will attend and the discussions will be open to all teachers.

THE Froebel Society has nominated Miss Esther E. Lawrence, Principal of the Froebel Educational Institute, West Kensington, as their representative on the Teachers' Registration Council. The two representatives nominated by the Head Mistresses' Association are Miss Douglas and Miss Gadesden.

THE Advisory Committee appointed by the President of the Board of Education to consider the allotment of Exchequer grants to Universities and University Colleges in England have issued their report. They criticize the distribution of recent grants as traditional and not in correspondence with actual circumstances, but they do not venture on an assessment *de novo*. The grants vary from £17,500 to the University of Manchester to £2,400 to the Hartley University College. University College, London, comes next with a grant of £16,000, Liverpool third with £15,500, Birmingham fourth with £13,500. It is recommended that the present grants be fixed for a period of five years. We are glad to see that a balance of £12,000 is reserved pending a consideration of a superannuation scheme.

THE Annual Meeting of the Secondary Schools Association will be held at Caxton Hall, Westminster, at 2.30 p.m., Monday, May 20. Sir Philip Magnus will preside, and there will be a discussion on "*Pensions for Teachers*" and "*The Insurance Act in relation to Secondary Schools*."

THE SOUTH LIVERPOOL SCHOOL FOR GIRLS.—In the recent examination for scholarships at Somerville College, Oxford, Celia Cook has been awarded an Exhibition for Classics. M. B. Corke (St. Hilda's Hall) has gained a Second Class in Honour Moderations (Classics).

THE Governors of the Carlisle County High School for Girls have appointed to the Head Mistressship Miss Frances E. Bevan, Classical Honours, Newnham College, Cambridge, Head Mistress of the South Liverpool School for Girls.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

Mr. R. T. Crane, of Chicago, was a great "captain of industry." His firm distributed to its employees millions of dollars as their share in the prosperity of its business. But he was no friend of education. In strongly worded publications he denounced all schools above the elementary, maintaining that the young should be trained after early childhood in offices, factories, and shops. Universities he termed "frauds," and he declared that they rob both parents and children. It seems that to the Presidents of American Universities greater licence of speech is allowed than to English Vice-Chancellors; for one of them called Mr. Crane an "ass," another an "idiot," and a third a "troglodyte." Not abashed, he argued that their language proved the worthlessness of higher education, and showed of what stuff University Presidents are made. Mr. Crane has lately died. We mention him because we in England have also our Cranes, who go, too often, unimproved. It is only in education that uninformed opinion passes for oracular. As we have said before, education is a science in which every one is an expert except the teacher.

Vocational Training: a Limit. Vocationalism must be recognized as a principle of ever-increasing power in American education. At the St. Louis meeting of the Department of Superintendence of the National Education Association much attention was given to the question of

vocational training. The New England *Journal of Education*, so often rich in suggestive matter, has been publishing articles on "The Training of the Factory-worker through Industrial Education," by Deputy Commissioner Prosser, of Massachusetts. He touches on many of the problems involved in the subject, and dwells, in particular, on the necessarily large number of unskilled labourers. In the United States there are now more than twenty million persons, men, women, and children, engaged in occupations for which little or no special training is required. As the system of production on a large scale and division of labour is extended, more and more workers are assigned to small, monotonous, and almost automatic tasks, or to service on specialized machines. The workers may be classified into groups, and the more intelligent trained to some higher calling; for the rest a brightening of life is the thing most needed. What we in England must bear in mind is that the vocational instruction included in Continuation will not aim at a wholesale conversion of unskilled into skilled labourers. The action of the law of supply and demand in the labour market may be cruel; still more cruel were a neglect of it.

The Girls at Work. A little confusion as to terms is arising. Continuation embraces vocational instruction, but it means more. In England we seek, defending the secondary school as a place of liberal studies, to set beside it the continuation school as the shrine of vocationalism, but with room for an altar to Levana. In the next paragraph we—from a sense of duty; we are not *frondeurs*—refer to certain matters relevant to the development of Continuation in England. Let us first look at the girls of Boston as they learn one of the best vocations—home-making. A model home has been fitted up. Some fifteen or sixteen firms allow the girls in their service to leave work *without loss of wages* twice a week for two hours at a time. One group of a dozen girls will come to the home at one o'clock in the afternoon and stay until three, when they go back to the factory, another batch taking their place. The course lasts sixteen weeks for each group, and relates to cooking, to the choice and preservation of foodstuffs, to household furniture, and to colour and design as applied to home decoration and dress. The instruction is mainly conversational; but the girls also do household work. They take the greatest interest in the whole business: for—many of them are about to be married. That is what Boston calls "a continuation class."

Continuation in England. In England, to which we return, Continuation, in our sense, has still its battle to fight. There are unhappily signs that the Board of Education is observing its traditional policy. Free to write what it will on a new Minister's slate, it conceals from him vital issues. Mr. Birrell was told nothing, for example, of the connexion between the doctrine of sanctions and Continuation. He was allowed to think that education in England was only a means of paying Nonconformists for support at the polls; hence the fiasco of the Battersea Park Bill. Mr. Runciman must also have been left uninformed of this connexion, for his Bill fixed sixteen as the age-limit of continuation, and sixteen does not afford the necessary sanction for the secondary schools; rather, it would harm them as seeming to approve that age for the termination of secondary studies. Of Continuation Mr. Pease says that, if the Local Authorities will build continuation schools, whether they can fill them or not, the public purse shall be opened to defray the cost. But the question is not primarily one of bricks, and the secondary school would get no sanction whatever from the most extensive building operations. The question is larger, and of deepest significance for the nation—*Does the State acknowledge any duty on its part towards the adolescent, and, if so, in what form is it prepared to discharge it?* We say that, following modern tendencies, it must recognize such a duty and fulfil it impartially towards all classes of the community. And for our part, we can see only one adequate mode of fulfilment. Proceeding by orderly stages, and overcoming prejudice gradually, the State must bring it about that within a reasonable time—ten, fifteen, or, if need be, five-and-twenty years—every child over fourteen and under seventeen years of age is either attending a secondary school or kept under wholesome influence and appropriate training in a continuation class.

Is Opinion ripe? "Yes," you will say; "but sanction for the secondary school can be got from Continuation only through compulsion, and public opinion is not ripe for compulsion, as the reluctance in Scotland to

apply the Act of 1908 proves." Whose opinion is meant? Is progress in education to depend on the enthusiasm of our Cranes for culture? Are we waiting until the children, in the stress of their need, break down the railings of Hyde Park? The opinion that, for the present, is important is that of Parliament. If Clause 6 of Mr. Runciman's Bill can be made the basis of an economic bargain with the representatives of Labour, no outside opposition is to be feared. Those who are to profit by the bargain will see that it is carried into effect, and Continuation, wisely and cautiously developed, will commend itself to a nation which sees its children growing into manhood year by year richer in knowledge and power, brighter in the calm of life and stronger to face the storm.

FRANCE.

Foreign Students at Paris. Nothing can vulgarize Paris, and if any one can render learning winsome it is a French professor. The University of Paris outdoes all the academies of the world in attracting studious youth from abroad. The last Report of the Conseil de l'Université bears striking testimony to this fact. Of (in round numbers) 18,000 students no less than 3,500, or nearly one-fifth, are of other than French nationality. "C'est là," says the *Journal des Débats*, "c'est là un fait considérable, qui démontre à quel point le rayonnement de l'esprit français est puissant dans l'univers civilisé." For what do these foreigners come? Many for general culture. That is why the Faculty of Letters has in its clientèle 1,300 of them, more than one-half being women students. The Faculty of Law embraces 950 foreigners. Medicine has drawn from abroad 329 women and 476 men; the Faculty of the Sciences, about 300 men and 200 women. Among the nations represented it is the Russian that preponderates; there are, in all, 1,600 Russians at the University of Paris. If to the foreign contingent at Paris be added the 2,000 foreigners attending provincial Universities, it will be seen that France is feeding with culture and knowledge 5,500 students who are not her own children.

Women Students. In connexion with the French Universities we give a few figures relating to a subject in which we and many of our readers are much interested—the pursuit of higher studies by women. Statistics just published show an increase, if only a slight one, in the number of women students. Last year there were in the University of Paris 2,121 women out of 17,238 students registered; this year there were 2,190 women out of 17,321. We look to see how the women are distributed among the Faculties. In that of Law they number 99; in Medicine, 570; in the Sciences, 248; in Letters, 1,241; whilst in the Higher School of Pharmacy there are 32. The other French Universities have the same result of progress to report. German women are studying (Protestant) theology, to qualify themselves for teaching, for the cure of souls (*Seelsorge*), and for the conduct of institutions in which the religious instruction is a vital part of the whole. Last summer half-year there were 29 women students (12 duly matriculated) of theology in the Universities of Prussia. We have not heard of any French girls who are making the pulpit their goal.

What France is studying. The total University population of France (certain medical schools excluded) is 39,422. Nearly one-half of the students are enrolled in the Faculty of Law. But we print the exact figures for all the Faculties: Law, 17,027; Medicine, 8,265; the Sciences, 6,463; Letters, 6,309; Pharmacy (higher schools), 1,358. Putting Law aside, we observe how modern France is being drawn away from literature to the fields of scientific inquiry.

Local Knowledge. The lessons that we are slowest to learn are those which lie at our doors. Yet we are mending our ways. London has collected the memorials of its past, and we have recently been told that every town and every village should have a museum to foster the study of local history. At Paris there has been founded, under distinguished patronage, a Société d'études locales dans l'Enseignement public. It proposes to encourage (i) studies of local interest among teachers of all orders, (ii) the adaptation of the results of such studies to the purposes of instruction, in the spirit of the ministerial circular of 25th February, 1911. It will issue bibliographies of local history, geography, folk-lore and language for the use of students, as well as popular textbooks for the pupils of schools. It is a French principle: "L'instituteur peut et doit accommoder son enseignement au pays où il le donne"; nor is there any better method of quickening interest.

What is to be the fate, amid new developments, of the higher

Higher Primary Schools. primary school? We get the hint of an answer from France. The Tenth Annual Congress of the Fédération nationale des professeurs des lycées de garçons et des établissements secondaires de jeunes filles opened its session at the Lycée Louis-le-Grand on April 12. It expressed a wish that higher primary education, at present ill defined, presenting itself now as "finishing education," now as vocational instruction, should be absorbed, according to local needs, either in secondary or in technical education. In England we are asking that the primary school should be followed either by the secondary or by the continuation school, with reservation perhaps of the purely technical school for quite exceptional cases. The Runciman Bill specifies fourteen as the age up to which a parent is required to see that his child receives "efficient elementary instruction"; which age may be raised by by-law to fifteen. But surely it would be simpler to fix fifteen at once by Statute. Yet on this point we would raise no difficulty, since fifteen, determined as proposed, were helpful towards progress by stages. We are not dreamers, but practical politicians, with immediate knowledge of schools; that is why we lay stress on the stages.

Death of M. Gabriel Monod. By the death of M. Gabriel Monod the University of France has suffered a loss which will be felt sympathetically throughout the Universities of Europe. Born at Le Havre in 1844 he was educated at the Collège of his native town, at the Lycées Bonaparte and Louis-le-Grand, at the Ecole normale supérieure, and lastly at the Universities of Berlin and Göttingen. Among the offices that he filled were those of Maître de conférences at the Ecole normale supérieure and Professor of the History of Civilization in the University of Paris. He wrote much, critical studies on the sources of Merovingian and Carolingian history representing his most substantive work. But he was so lavish of himself in the service of his pupils, on whom he had always counsel, help, or a preface to bestow, that he never found time to write a really great book. In his "Souvenirs d'adolescence" he treated of his relations with Mgr. Dupanloup, whom he deemed one of the most notable educators of the Nineteenth Century; it was a shock to him when, in 1865, Mgr. Dupanloup ran foul of Littré, Renan, Taine, and Michelet. As a historian he sought to combine German depth of research with the lucidity and elegance of French literature. If the Middle Ages were the chief field of his study, he was also a penetrating observer of the modern world. England he knew well. We may not withhold a tribute from one who wrote of her thus: "La ruine de l'Angleterre ne serait pas seulement une défaite pour la liberté dans le monde; le monde y perdrait quelque chose de sa noblesse."

GERMANY.

Frankfurt University. The new Frankfurt University is in some respects peculiar. It is a State—not a free or communal—University, yet the payment of its professors is the affair of the founding societies (Town, Akademie, Institut für Gemeinwohl, &c.). Administratively it is to be governed by the Great Council (Grosser Rat) as the deliberating, and the Kuratorium as the executive body. Of each the Oberbürgermeister of the town is president; in the Great Council the University will be represented by its Rector and its Prorector as perpetual members. In the appointment of professors a list of three must be submitted to the Minister of the Faculty concerned; no consideration of religion is to have weight in the filling of chairs. There will not be, at least in the first instance, any Faculty of Theology. The Faculties provided for are five: (i) Law, (ii) Medicine, (iii) Philosophy, (iv) the Natural Sciences, and (v) Social and Political Economy. Noteworthy features are these: Unusual opportunities for research will be given to certain professors by relieving them of all obligation to teach or examine; moreover, the University as successor to the existing Akademie will undertake the higher education of persons already earning a living by commercial or official pursuits.

CEYLON.

Progress. The Report of the Director of Public Instruction for 1910-11 indicates progress. The total number of pupils returned as attending schools in Ceylon is 336,374; of these, 299,620 are attending Government and grant-in-aid schools, and 36,754 are attending unaided schools. In 1909 the total number of those attending school was 302,638, the increase for 1910 is 33,736. As to the schools, in 1910 the number of Government schools was 759 with 96,600 pupils. The numbers for 1909 were 682 and 86,702 respectively. There is

therefore an increase of 77 schools and 9,898 scholars. The grant-in-aid schools in 1910 numbered 1,910 with 203,020 pupils, as against 1,862 schools and 187,245 pupils in 1909. There has therefore been an increase of 48 schools and 15,775 pupils. The number of unaided schools which reported to Government in 1910 was 1,546 with 36,754 pupils. In 1909 there were 1,528 schools with 28,691 pupils. There is therefore an increase of 18 schools and 8,063 pupils. But the figures furnished by many of the unaided schools are not to be depended on. A slight decrease in the annual cost to revenue of each pupil in a Government school is observable.

Education of Women. The number (86,150) of girls attending Government and aided schools is increased by 8,106; that of girls in unaided schools is returned as 10,079. Altogether, then, there is a total of 96,229 girls under instruction, or about 33 per cent. of those of school-going age. Ceylon girls did fairly well in the Cambridge Local Examinations. Miss Gibbon, reporting on the work of girls' English schools, states that physical drill is now more common in them, "but much is still merely spectacular. Very few schools have yet tried basketball, rounders, &c. The proper method of breathing, so important for health, is still little taught." She regrets that many of the teachers are not competent to undertake Nature study and elementary science. Of household management she writes: "the schools vary much. In some of the best schools the principals are alive to the importance of this matter. The elder girls who are boarders have certain household duties, certain responsibilities for the little ones, while all learn something, theoretically and practically, of the laws of health and how they should be respected. We need still the transition year between school and home, which is now a part of the education of so large a number of girls in Europe. Indeed we are far behind America and progressive European countries in this matter."

UNIVERSITIES AND SCHOOLS.

LONDON.

The amount promised for the proposed new head-quarters for London University has reached the large sum of £355,000. Further promises naturally ceased when the ambiguous position of the University authorities in the matter was revealed to the public. It is difficult to determine what is the present position as the Senate have not yet promised an opinion on the merits or demerits of particular sites. The Bloomsbury site, behind the British Museum, holds the field so far as the Royal Commission and the Government are concerned, but some awkward questions have been raised as to the money value of the site. Numerous alternative suggestions of possible sites have been put forward in the Press, several of them obviously impracticable.

CAMBRIDGE.

The end of February brought the University a great surprise. The last *Reporter* of the month (27th) began with a remarkable document, published by the Vice-Chancellor "for the information of the Senate." It was a Memorial signed by all the Divinity Professors, who desired "to express our opinion that the condition whereby Divinity Degrees appear to be restricted to Clerks in Holy Orders in the Church of England should be removed and a declaration of assent to the formularies of the Church of England before admission to these degrees be no longer required." Originally, they explain, the Divinity Degree conferred authority to teach, but it has long ceased to be regarded as having this effect. Meantime, from among "members of the University who do not belong to the Church of England," "some have attained to distinction in theological studies and there may not improbably be an increasing number of such instances as time goes on." They venture, therefore, to recommend that Graces should be submitted to the Senate in order to the amendment of the Statutes in the sense suggested.

In the following number of the *Review* the proposal was welcomed, but a personal expression of opinion was printed in the shape of a letter from the Dean of one of the colleges, who approved of the proposal, he said, but would vote, or would be inclined to vote against it, unless some other letters were substi-

tuted for D.D., for if these were conferred on a person, in whom the public might be misled if it expected to find a "divine," things, he opined, would be very wrong. The Dean was well chaffed in the next issue about the letters that might summarize his new degrees of Doctor of Theology or Doctor of Sacred Letters; and the pertinent question was suggested whether anybody would care to apply for these brand new wares. The truth is that timidity in Cambridge is almost a virtue, but it plunges people into extraordinary ungraciousness sometimes without their understanding it.

It was the more pleasant to read in the next issue of the *Reporter* a report from the Council upon the subject. It leaked out that the Dean's suggestion had been broached and dismissed. In any case the report stated that "the Council would welcome the proposed alterations of Statute, which come to them supported by so great a weight of authority, and which, by opening degrees in Divinity to laymen and to ministers of other communions than the Church of England, appear likely to give fresh encouragement to active theological study." They accordingly recommend: "That the necessary steps be taken for making the following amendment in Statute A," and enumerate six changes in wording which will effect what is asked. The report is signed by every member of the Council—again, a remarkable unanimity.

The step is a very significant one. The *Oxford Magazine*, I notice, wishes to explain that somehow or other the cat was let out of their bag in our *Reporter*, but I can find no reference to Oxford either in the Memorial of the Divinity Professors or in the Report of the Council. No doubt it will be mortifying to some of our Oxford friends that such a forward movement should begin in Cambridge, but one cannot see exactly what other ground of complaint they can have. The *Church Times* has a grievance of another kind—Cambridge, once the seat of Catholic teaching, may be giving instruction in the Koran eventually; the change will probably pass, but the *Church Times* hopes it will be opposed. Really there are certain people, and at least one organ of opinion, whose view seems to be that the Church is in danger unless it is giving positive and gratuitous offence to English people outside its communion. Happily, they do not represent the best feeling of the Church nor the majority of Churchmen, as is evident from the fact that the movement originates with the Divinity Professors.

Everybody will feel that the Professors have done a wise and graceful thing. How the Church could be harmed by Mr. Rendel Harris or the Abbot of Downside receiving a Divinity Degree from Cambridge is inconceivable; and it is as hard to see how it would or could hurt Cambridge. So long as men's ideas on degrees remain what they are more and more seen to be at present, the doctorate is an incentive to study; and as the University's business is to promote learning and research—not least, but most, one would hope, in that branch of inquiry that most matters to men—the opening of these degrees is likely to promote the objects for which the University exists.

Whether opposition will develop here, unless L.S.D. is substituted for D.D., cannot yet be foreseen. It is rumoured that certain persons who have a repute for Non-Placeting, may raise objections—but such rumours are merely not unnatural conjectures. Now that it appears that in Oxford also the change has been in contemplation, it is quite clear that whatever opposition there may be, the matter will rest neither where it was before nor where it is at present. In one way or another the proposal of the Divinity Professors will come into the Statutes, and we may safely predict that the Divinity Degrees that will be conferred on "members of the University who do not belong to the Church of England" will not be new-fangled and unintelligible inventions of a half-way character, but B.D. and D.D. And a debt will be owed to the signatories of the Memorial—Dr. Swete, Mr. Bethune-Baker, Mr. Burkitt, Dr. Emery Barnes, and Dr. Stanton.

I have twice before mentioned a scheme proposed by a special
Pensions
for Professors. Syndicate for Pensions for Professors. Alas! the Financial Board "have come reluctantly to the

conclusion that they cannot advise the University to adopt the scheme proposed by the Pensions Syndicate at the present time," though they hold that existing Pension Funds should be strengthened by a considerable increase of the annual payments made to them. The Syndicate rejoin that it seems to them most desirable that their scheme should be approved by the Senate at once, so as to be available to be brought into operation as soon as financial conditions allow.

WALES.

At the half-yearly meeting of the Court of Governors it was stated that a sum of £120,338 out of total sum of £133,919 was promised towards the building fund of the College. Special efforts will be made by a small sub-committee to collect the remaining £12,000 as quickly

as possible. It is an interesting fact that 3,539 persons had contributed sums of less than £10, which proves that it is not the wealthy only who have helped to erect the fine pile for the College. To complete the building scheme a further sum of £100,000 at least would be required for the science block.

It was decided to make an application to the Development Fund Commissioners for an annual grant to the College to pay the salary of a lecturer in Mining and Quarrying.

Swansea is apparently not going to be recognized as the premier art school in Wales without a struggle; for its great rival, Cardiff, is also determined to make a bid for the honour. At a recent meeting of the

Cardiff Technical Instruction Committee, the Superintendent complained that the Board of Education had dealt unfairly with the Cardiff School in the matter of grants, and that they had penalized it severely. The Swansea grants, on the other hand, had been substantially increased. Being somewhat alarmed by this difference in treatment, the Chairman stated that they must see to it that Cardiff is not pushed aside from the premier place it now holds in Art. It would be fatal to their position if they allowed Swansea to establish an Art School which was generally recognized as the finest in the Principality. In this rivalry between these two towns, Swansea, however, has several points in its favour. The first Art School in Wales was established there, while the proximity of many large industrial works tends to foster the demand for advanced Art teaching. The Glynn Vivian Art Gallery is also a valuable addition to the Art equipment of the town. But it is difficult to understand why both towns should not develop Art to a high level of efficiency, and the success of one school need not in any way interfere with the progress of the other. The visit of Mr. A. T. Davies, the Permanent Secretary of the Welsh Department, has apparently borne fruit already.

SCOTLAND.

The Universities have been in vacation for the greater part of April; but there have been one or two meetings of Courts and General Councils. It has now been officially announced to the Glasgow University Court that a sum of £15,000 will be available from the surplus funds of the Scottish National Exhibition, for the endowment of a Chair of Scottish History and Literature. It is also understood that a sum of between £4,000 and £5,000, collected by subscription, will be added to this. There being thus a sufficient endowment, the Court has resolved to proceed to the foundation of the Chair. It was also reported to the Glasgow Court that to complete the £10,000 required for the new recreation ground there remains to be obtained only about £240. Prof. John Watson is delivering, at Glasgow University, the second course of his Gifford Lectures on "The Interpretation of Religious Experience." Tuesday, June 25, will be observed as Commemoration Day at Glasgow University. Prof. Bower will speak on the work of Sir Joseph Hooker. A bronze medallion of Emeritus Professor William Stewart will be presented to the University in commemoration of his long service as Professor and Clerk of Senate. Honorary degrees will be conferred, and there will be a University dinner. Delegates attending the Congress of the Universities of the Empire are expected to be present. Mr. A. J. Balfour has accepted the invitation of the Senate of Glasgow University to be Gifford Lecturer at Glasgow from 1913 to 1915.

The Senate of Aberdeen University has approved new regulations regarding curricula for the M.A. degree. The regulations are almost identical with those which are at present in force at Glasgow, where they have been found satisfactory on the whole. The curricula for the degree at St. Andrews, though different in form and detail, are substantially in accord with the Glasgow regulations. Edinburgh University has not yet modified the loose system of wide options which it introduced some years ago; but there is considerable dissatisfaction with its effects, and a revision of the scheme is probable. The General Council of Aberdeen University has appointed a Committee with powers to make such protest or representation as may be desirable against the recent regulation of the Carnegie Trust which requires that "beneficiaries by the Trust must qualify by the Leaving Certificate of the Scotch Education Department." The mover of the motion described the regulation as an insult to the Universities, part of a petty, illiberal, and spiteful endeavour to discredit the Preliminary Examination, and as part of a policy which had been maturing for some time on the part of the officials of the Carnegie Trust, in collusion, apparently, with the officials of the Department. For all this there is no evidence, and it is curious that the resolution leaves out a most important part of the Carnegie Trust's regulation, which applies only to students who have had an opportunity of taking the Leaving Certificate and have failed to do so. The explanation of the regulation is quite simple. The fee-paying fund of the Trust is unable

(Continued on page 326.)

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The Scotch Education Department has issued a circular regarding the superannuation scheme for teachers. It indicates the arrangements which it is proposed to make for obtaining information as to the names, addresses, and salaries of teachers, and also for the payments into the superannuation fund.

IRELAND.

Owing to the pause of the Easter vacation and to the fact that public attention is at present engrossed by other issues, there has been little stir in the educational world during the past month and a marked absence of reference to educational matters in the meeting of public bodies.

The National Teachers' Organization held their forty-fifth Annual Congress, at Kilkenny, on April 9 and following days, under the presidency of Mr. George O'Callaghan, last year's President. The Countess of Aberdeen made an address at the opening meeting, and various representatives of municipal and local bodies, as well as delegates from the English and Scotch Primary teachers, were received during the Congress. The business dealt chiefly with matters affecting the status and payment of teachers and various resolutions were passed, including one which seems Utopian—namely, that men and women teachers should be placed on the same basis as regards salaries and appointments. Others dealt with the relation of teachers to the Universities, asking that the system of extern students might be restored as under the Royal University, that representatives of the National Teachers should be appointed to the Senates of the new Universities as vacancies arose, and that provision should be made for University extension lectures and summer courses of which teachers could avail themselves. It was

also proposed that in future appointments to schools in Irish-speaking districts, only teachers competent to teach Irish should be chosen; also that Irish might be taught at whatever hour of the school days the teachers considered most suitable, and that fees should be paid for teaching in all standards. The elections for the Central Executive Committee were made during the first day's proceedings: a woman teacher, Miss Mahon, being elected President. It was decided to appoint a permanent secretary who should devote all his time to the organization, and have an office in Dublin, with a salary of £150 rising to £250.

A meeting of members of the Gaelic League of South Louth, clergy, and others, held on April 8, in Drogheda, under the presidency of Cardinal Logue, to consider the best means of promoting the study of Irish in the schools, adopted a resolution to the effect that (after a grace of two years) no teachers should be appointed unless they possessed a certificate of competency to teach Irish. Such resolutions show the trend of public opinion, including that of the teachers themselves, though at present they seem a little ahead of actual requirements and of the equipment and courses of the training colleges.

The Alexandra College Guild holds its annual Conference on Saturday, April 27, when a large gathering of past and present students is expected. The morning session, under the presidency of Miss White, LL.D., will be devoted to business and the reports of the various college organizations, also to the extraneous social and philanthropic work carried on in connexion with the Guild. A new departure in this latter work is being made at present by the establishment of a hostel for working girls in Dublin. Papers will also be read by Miss Maud Taylor on "Girl Guides," and Mrs. Harold Lett on "Women's Work in Rural Districts." At the afternoon session, under the presidency of the Countess of Aberdeen, papers will be read by Dr. Mary Murdoch on "The Child and the State," and by Dr. Elizabeth Sloan-Chesser on "Women and Efficiency."

SCHOOLS.

HARPENDEN, ST. GEORGE'S SCHOOL.—H. G. Powers and L. Birch have been awarded Open Classical Scholarships (£80) at Wadham and Worcester Colleges, Oxford, respectively. Dorothy K. Horne has won an Open History Scholarship at Lady Margaret Hall, Oxford.

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The following appears in

LE COURRIER: Bulletin de l'Institut Pédagogique International,
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L'auteur disait dans la Préface de la 1^{re} édition: « Mon but a été non de développer, mais d'alléger l'étude de la syntaxe.» Le succès de l'ouvrage, dont on donne la 8^e édition, prouve évidemment que ce but a été atteint.



Les « notes sur la syntaxe » de M. Storr, remarquablement claires et précises, peuvent rendre de grands services non seulement aux Anglais qui apprennent la langue française, mais aussi aux Français qui étudient l'anglais. Nous n'hésitons pas à les recommander aux uns et aux autres.



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PRIZE COMPETITIONS.

The Translation Prize for April is awarded to "Les Quennevais." *Proxime accessit* "Constantine."

The winner of the Translation Prize for March is J. Ewing, Esq., 13 Oxford Road, Cambridge.

! Es ist ein schönes Stück deutscher Erde, was dort zwischen Schwarzwald und schwäbischem Meer sich aufthut. Wer's mit einem falschen Gleichniss nicht allzu genau nimmt, mag sich der Worte des Dichters erinnern :

Das Land der Alemannen mit seiner Berge Schnee,
Mit seinem blauen Auge, dem klaren Bodensee ;
Mit seinen gelben Haaren, dem Aehrenschmuck der Auen,
Recht wie ein deutsches Antlitz ist solches Land zu schauen.

—wiewohl die Fortführung dieses Bildes Veranlassung werden könnte, die Hegauer Berge als die Nasen in diesem Antlitz zu preisen.

Düster ragte die Kuppe des hohen Twiel mit ihren Klingsteinzacken in die Lüfte. Als Denksteine stürmischer Vorgeschichte unsrer alten Mutter Erde stehen jene schroffen malerischen Bergkegel in der Niederung, die einst gleich dem jetzigen Becken des Sees von wogender Fluth überströmt war. Für Fische und Wassermöven mag's ein denkwürdiger Tag gewesen sein, da es in den Tiefen brauste und zischte, und die basaltischen Massen glühend durch der Erdrinde Spalten sich ihren Weg über die Wasserspiegel bahnten. Aber das ist schon lange her. Es ist Gras gewachsen über die Leiden derer, die bei jener Umwälzung mitleidlos vernichtet wurden ; nur die Berge stehen noch immer, ohne Zusammenhang mit ihren Nachbarn, einsam und trotzig wie Alle, die mit feurigem Kern im Herzen die Schranken des Vorhandenen durchbrechen, und ihr Gestein klingt, als sässe noch ein Gedächtniss an die fröhliche Jugendzeit darin, da sie zuerst der Pracht der Schöpfung entgegen gebuhelt.

By "LES QUENNEVAIS."

It is a beautiful stretch of German country that opens out there between the Black Forest and the Suabian lake. If we do not press too closely an untrue comparison, we may recall the poet's lines :

"The land of the Alemanni, and its mountains white with snow—
It's clear blue eye—the waters that past fair Constanz flow ;
It's yellow hair—the cornspikes that fill the fields with gold—
It is in sooth a German face, that land which we behold."

Although it might be fairly said that, if we continue the simile, the Hegau hills would be the nostrils in the face.

The summit of the High Twiel, with its jagged ridges of clinkstone, rises menacingly into the air. The abrupt, picturesque cones of the mountains stand as memorials of the stormy prehistory of old mother earth in the lowlands which once, like the actual basin of the lake, were whelmed beneath a heaving flood. It was indeed a notable day for the fish and the gulls when the depths roared and hissed, and the basaltic masses, all molten, forced their ways through the rifts in the earth's crust over the surface of the water. But that happened long ages ago. The grass has grown up over the sufferings of those who were remorselessly annihilated by that convulsion ; only the hills stand there as ever, isolated from their neighbours, lonely and defiant—like all who, with a core of fire in their soul, break through the barriers before them ; and the rocks ring as if there still lingered in them a remembrance of their gladsome youth, when they first shouted for joy at the glory of the creation.

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(Continued on page 330.)



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For once I discovered that I had set too easy a passage, and, though there was sufficient scope for style, there was little in the extract from Scheffel's "Ekkehard" to test German scholarship. Compare, in the first sentence, "Tis a fair prospect of German soil that meets the eye" and "A beautiful bit of German earth spreads itself out." We may say "the Suabian lake or inland sea," but not "the Suabian sea." *Nicht allzu genau nehmen*: "not to be too critical," "if we can pardon a somewhat forced comparison." Obviously the quotation must be rendered in verse, and there is no excuse for changing the metre. The plural "noses" sounds odd even in a *reductio ad absurdum*; but so it stands, and "nostrils" is no improvement. *Ragte*: past tense, "at the time of the story," "Clinkstone" or "Klingstone" is better than the technical phonolite. "Pre-history" of the prize version is a needless neologism. "When it roared and hissed in the depths" is an instance of bad style. Why was "grass has grown over the victims" so often watered down "nothing remains to show," &c.? *Kern*, again, is not "a spark of fire," but the "molten lava," and *Gestein klingt* is not "the stones sound," but "the rocks ring." For "barriers before them," of the prize version, read "the barriers of their age and circumstances."

A Prize of Two Guineas is offered for the best translation of the following extract from A. Vinet:—

Dix ou douze années, dans le milieu du 18^e siècle, virent se déployer plus de talents divers, s'accomplir plus de destinées littéraires, se consommer une révolution littéraire plus importante, qu'il ne s'est jamais vu peut-être en aucun pays et dans un espace de temps beaucoup plus long.

Jusque dans les plus blâmables excès de cette école, on doit

reconnaître l'inévitable réaction de la liberté de penser trop longtemps comprimée. Il y a peu de modération à prétendre de l'esclave qui brise ses fers. La pensée, au 18^e siècle, ne s'exerce pas, elle se venge. Et que de griefs suscitait ou réveillait imprudemment tout ce vieux monde prêt à crouler! L'exaspération naturelle à toute tyrannie qui s'en va, la ténacité désespérée qui s'acharne à tout conserver précisément parce que tout lui échappe, enfin cet effet d'optique qui, sur un fond toujours plus lumineux, multiplie et, pour ainsi dire, rend plus visibles les ténèbres, tout cela justifie l'indignation, peut excuser la violence et l'exagération, explique l'injustice et la mauvaise foi chez les agresseurs du passé. Surtout on comprend qu'un esprit imperturbable de méthode et la patience des déductions, n'aient pas caractérisé la philosophie d'une telle époque. Les philosophes du 18^e siècle ne sont pas de paisibles rêveurs: entourés d'un ordre de choses ou plutôt d'un désordre qui les blesse, ils en appellent à la raison, à la justice, à la nature; ils sont les hommes du présent, les champions d'intérêts vivants. Leur philosophie n'est point proprement scientifique: mais, au milieu d'eux, une école qui peut mériter ce titre, conduit méthodiquement aux mêmes résultats qu'ils poursuivent avec une ardente préoccupation. C'est l'école de Condillac, qui, rapportant uniquement aux sens l'origine de nos idées, et réduisant le rôle de l'âme à une *sinécure* mal dissimulée, dirige vers le matérialisme les esprits déjà matérialistes par anticipation.

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Translations will not be returned unless both these conditions are complied with.

These School and Teachers' Advertisements are continued from page 294.

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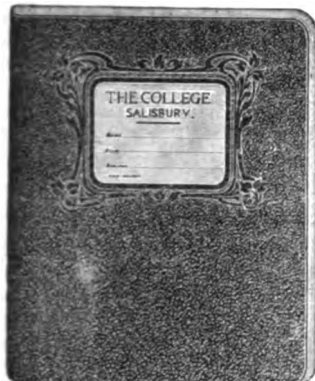
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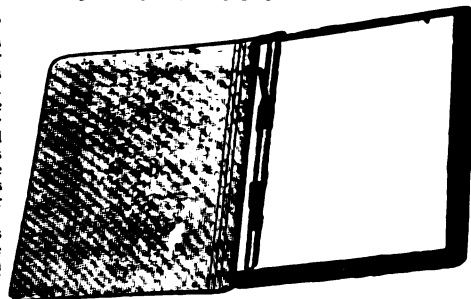
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SAYN, 31 rue THIERS, receives a few Guests. Home life; comfortable bedrooms; bathroom; electric light. Very picturesque neighbourhood. Special lectures for foreign students at the University. Highest references. Terms from 25 shillings weekly.

PARIS.—Mlle GAVARD, 212

RUE St. JACQUES. French Pensionnat and Students' Hostel for Students and others wishing to acquire fluent French among French people. Courses of preparation for the examinations of the Sorbonne University and of the Alliance Française. Home life. English references. Close to Luxembourg Gardens.

GERMANY.—BADEN-BADEN,

LANGESTRASSE 33II.—Frau DOERR, experienced teacher of German, wishes to hear of English Student as paying guest. Moderate terms. Apply to above address.

NORMANDY.—French HOME

SCHOOL.—Mme HELLER, assisted by a French Mistress (diplômée) receives a limited number of girls wishing to learn French. They are given every opportunity for social intercourse with cultivated French people. Visiting professors. Instruction in French Cookery. Highest references.—16 rue d'Inkermann, St. Aignan, Rouen.

NEAR PARIS.—Mme D. I.

DAVIES, née Mirault (French teacher), Penylan, Avenue Ernest Renan, Montreuil-sous-Bois, Seine, receives Boarders, holidays or otherwise. Large shady grounds, easy communication all parts of Paris.

MISS MIRAN LUCAS, Violinist

(Leader of the "Lucas String Quartet"). Six years' training under Professors Sevcik and Rosé in Prague and Vienna. Several years' teaching experience in Vienna. Open to teaching engagements (non-resident). Schools or private. Ensemble-playing a speciality. For terms, &c., apply—11 Defoe Road, Tooting, London.

MENTALLY DEFECTIVE

CHILDREN.—A Trained Teacher (Lady) with University Diploma (Honours), specially successful with cases of retarded development, desires additional work. Lessons given in London and suburbs. Parents advised as to training of backward and difficult children. Address—No. 9, 313.*

VISITING ENGAGEMENT

required by experienced COACH. University graduate. Preparation for School, Girton or Oxford Colleges, and Examinations. Languages—Modern, Latin, Greek; History, Literature, Mathematics, Church History, Divinity, &c. Special care given to backward or delicate pupils.—B.A., 29 St. Ann's Hill, Wandsworth, S.W.

THE JOURNAL OF EDUCATION

Volume for 1907.—A few copies of this volume, which has been "out of print" for some time, are now on hand. These are practically "as new," and can be supplied at usual price of 7s. 6d. each, through any Bookseller.

MATERIAL for NATURE

STUDY, BOTANY, and PAINTING LESSONS supplied. Accommodation for Reading and Nature-Study Parties.—Miss MERRY, Ifield Wood, Crawley.

TEMPORARY or VISITING

WORK desired by University woman (Cambridge Classical Tripos). Classics, History, Literature, Hygiene. Experienced. Successful teacher. Address—No. 9, 326.*

"AS a medium for advertising 'Posts

Wanted and Vacant' in private and public schools, The Journal of Education fulfils a very useful mission to secondary teachers."—THE WESTERN DAILY PRESS.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

For Sale.

FOR SALE.—A few FORMS, DESKS, BLACKBOARDS with easels, TRESTLE TABLE (seats 12), KINDERGARTEN TABLE with bentwood chairs, TEACHER'S DESK with chair attached, complete set DRAWING MODELS. May be viewed. Apply by letter first—Miss JACKSON, 21 Oakfield Road, Stroud Green.

FOR SALE (N.E. LONDON).—Old-established SCHOOL FOR GIRLS AND LITTLE BOYS, 67 pupils. Satisfactory reasons for disposal, very moderate price. School has good reputation, successful at Examinations. Address in first instance—Z., 317 Auhurst Road, Stoke Newington, N.

ALDERLEY EDGE HIGH SCHOOL AND KINDERGARTEN.—The Buildings and Furniture of the above School are to be disposed of on quite reasonable terms. The School is fully equipped and has a good connexion, but is being given up as a Limited Company at the end of this term. It offers a very good opportunity to any one with capital of securing an established connexion without any goodwill. For particulars, apply to PHILIP SWANWICK, 64 Cross St., Manchester.

Partnerships Offered and Required.

PARTNER desired, in good class Girls' Boarding and Day School at fine healthy watering place of Belgium. Fine detached house with accommodation for 26 boarders, excellent opportunity for a lady with connexion. Half-share about £400. Address—No. 9,310.*

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

Connexions for Sale.

IMMEDIATE opening for developing good middle-class DAY SCHOOL FOR GIRLS, with prospect of a few boarders. South-West Coast. Very small capital required. Address—No. 9,316.*

SCHOOL OF PHYSICAL CULTURE AND DANCING. Good connexion, with apparatus. Highly recommended by the medical profession. With large freehold house attached, suitable for Boarders. Will sell together or separate. Address—No. 9,324.*

Books for Sale.

AT SPECIAL NET PRICES:—

- 36 Dent's "New Second French," 9d.
 - 10 Dent's "New Phonetic Books," 3d.
 - 12 Pendlebury's "Examples in Arithmetic," 1s.
 - 9 Carroll's "Practical Geometry," 9d.
 - 27 "Ora Maritima," 9d.
 - 20 Hall and Knight's "Algebra for Beginners," Without Answers and Graphs, 6d.
 - 2 Longmans' "School Geography," 1s. 9d.
 - 40 Longmans' "First Illustrated Latin Reading Books," 6d.
 - 60 Bell's "Literary Reading Books: Ivanhoe," 4d.
 - 3 Robinson's "History of England: Period I," 1s.
- From JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

33 $\frac{1}{3}$ per cent. Discount.

MACKINDER'S "New Orographical Maps: Europe, Asia, Palestine, and North America," C.R.V., 20s.; and Philips' "Comparative Wall Maps: The World, Europe, and Asia," C.R.V., 18s., and many others from JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

Books on Education.

From "TRAINING COLLEGE RECORD," February, 1910.

A GOOD many people wanting to obtain some out of print book on Education have applied to Mr. JOHN DAVIS, of 13 PATERNOSTER ROW, and have seldom applied in vain.

Books Wanted.

MODERN Language Teaching," "Child Study," "Paidologists," *The Journal of Education*, 1879, 1880; "The Teacher," 1879, 1880. Any volumes or parcels of parts wanted by JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

GIRLS' SCHOOL TRANSFERS.

Messrs. GABBITAS, THRING & Co.,
36 SACKVILLE STREET,
PICCADILLY, W.
(Established 1873.)

TRANSFERS OF AND PARTNERSHIPS IN GIRLS' SCHOOLS.

Messrs. GABBITAS, THRING & Co. have a large number of Girls' Schools on the books of their Transfer Department, but issue no list of such Schools. On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are a few of the Schools now on their books:—

No. **TRANSFER**, owing to death, of old-established Boarding and Day School at South-West Coast Resort in delightfully situated house, containing about 20 bedrooms, with grounds. 25 Pupils. Prospectus fees for Boarders 75 to 90 guineas. Receipts at the rate of over £900 per annum. Price for goodwill and all school and household furniture, &c., £1,000.

No. **TRANSFER** of large Day School in a healthy suburb of an important Irish City, containing about 80 Day Pupils at prospectus fees of £2.5s. to £4.10s. per annum, with considerable extras. Prospectus fees for Boarders £30 per annum. Gross receipts £900. School very flourishing and good opening. Price £200 for Goodwill and furniture.

No. **PARTNERSHIP** in flourishing School for Gentlemen's Daughters in the Home Counties. Partner required to assist in extension. About 12 Boarders and 30 Day Pupils. Prospectus fees of £25 to £100 and about £30 per annum respectively. To be divided into different departments in separate houses. Present profit about £300, and pupils being refused.

GIRLS' SCHOOL TRANSFERS.

No. **PARTNERSHIP** in old-established 4,954. Boarding and Day School, at a South Coast Resort. Inexpensive School, but strictly for the daughters of gentlemen. Senior Partner proposing to retire. About 15 Boarders and 8 Day Pupils. Prospectus fees 60 guineas for Boarders and 9 to 18 guineas for Day Pupils. Gross receipts and profits increased the last three years. For last year about £950 and £250 respectively. For half share of Goodwill £250, and £250 for household furniture.

No. **TRANSFER** of Junior School for Boys 4,948. and Girls in connexion with well-established and high-class Boarding and Day School in a suburb of a Midland Town. Established by the Principal recently, for little Boys and Girls up to 11. The Principal of the Senior School would continue to interest herself.

No. **TRANSFER** of or **PARTNERSHIP** 4,936. in old-established and successful Boarding and Day School with Boys' Preparatory Class and Kindergarten, in a suburb of a North-Western City, containing about 10 Boarders and 30 Day Pupils. Prospectus fees 39 to 45 guineas and 12 to 15 guineas. Gross income about £800, and profits about £300. Goodwill £400. Premises would be let. Furniture at a valuation.

No. **OPENING** for **STARTING** high class 4,918. Girls' School in very desirable surroundings in conjunction with a lady of much successful experience who owns a suitable House and Grounds, and who would arrange to build for the purposes of the School, when desirable.

No. **TRANSFER** of, or **PARTNERSHIP** 4,912. to **succession** to, Boarding and Day School at bracing Inland Health Resort. About 15 Boarders and the same number of Day Pupils. Prospectus fees for Boarders £60 per annum, several paying considerable extras. Day Pupils from 4 to 9 guineas. Gross receipts and profits steady for the last three years at £1,000 and £150 respectively. Price for the whole Goodwill and School and household furniture £1,000.

No. **TRANSFER** of old-established, flourishing 4,890. Boarding School at a South Coast Health Resort, containing about 50 Boarders, at prospectus fees of 60 to 75 guineas, and most of them paying quite full fees. Gross receipts for last year about £3,000, being an increase on the average of last three years. Fees for current year indicate further increase. Net profit last year nearly £2,000, an increase on the average of the preceding three years.

GIRLS' SCHOOL TRANSFERS.

No. **PARTNERSHIP**, with a view to **succession**, 4,880. in flourishing Boarding School at a favourite South Coast Resort, full with over 30 Boarders. Day Pupils not received. Prospectus fees of 90 guineas. Gross receipts about £4,000 last year. Average annual receipts of last three years about £3,800. Net profits about £900 and £700 respectively. Goodwill of half share £1,000.

No. **TRANSFER** of Boarding and Day 4,868. School for Girls. Good residential and service centre near London. 10 or 12 Boarders and nearly 40 Day Pupils. Fees 33 to 39 guineas and 4 to 12 guineas. Average gross receipts over £1,200 for last three years. Goodwill £250.

No. **PARTNERSHIP**, in Boarding and Day 4,804. School for Girls in a healthy neighbourhood in the South Country, near the Sea. School strictly for the daughters of gentlemen, in excellent premises, and containing nearly 20 Boarders at fees of 75 to 105 guineas, and about 12 Day Pupils at 9 to 18 guineas. School increasing in numbers. One quarter to one half share offered as desired. Price for Goodwill depending on connexion introduced.

No. **TRANSFER** of or **PARTNERSHIP** 4,773. with a view to succession to successful School at a South Coast Resort, containing nearly 20 Boarders, at fees of 60 to 85 guineas. A few Day Pupils received, most of them paying 30 guineas. Gross receipts over £2,000, exclusive of many extras. Net profits for the current year about £600. 2½ years' purchase for the Goodwill. One-third share or more would be sold if desired with a view to succession.

No. **PARTNERSHIP**, possibly to **succession**, 4,476. in Boarding and Day School in healthy Northern Suburb. A few Boarders paying on the average about £60 per annum, and about 40 Day Pupils, and Day Boarders, paying fees varying from 9 guineas for the youngest up to 28 guineas per annum, and considerable extras. Gross receipts over £1,000. Goodwill by Capitation Fee.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require full particulars before arranging introductions to their clients. No charge is made to Purchasers.

X Other Transfers and Partnerships are on pages 295 and 334; other School and Teachers' Advertisements are continued on pages 334, 335, 336, 337, 338, and 339. X

Telephone:
7021 Gerrard.

SCHOOL TRANSFER AGENCY.

(Established
1833.)

Proprietors—Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

Offices—34 BEDFORD STREET, STRAND, AND 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.

Schools Transferred and Valued. No charge whatever will be made to Vendors of Schools or School Partnerships, by Messrs. Griffiths, Smith, Powell & Smith, unless a sale is effected or agreed upon.

SPECIAL NOTICE TO VENDORS.

As Messrs. GRIFFITHS, SMITH, POWELL & SMITH have at all times the names of a large number of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can readily effect a sale of any desirable Property they may be instructed to dispose of. All instructions receive the personal attention of one of the Partners of the firm.

No commission charge whatever will be made by Messrs. Griffiths, Smith, Powell & Smith, to Purchasers of Schools, or School Partnerships.

Applications from intending purchasers are solicited for the following properties:—

GIRLS' SCHOOLS.

HOME COUNTY.—High-Class BOARDING AND DAY SCHOOL in very prosperous town. Gross receipts for past year £1,262. Net profit about £300. Number of Boarders 8. Terms from £30 to £15 per term. 40 Day Pupils and over 50 Pupils attend for special subjects. Fine house standing in its own grounds. Goodwill only £250.—No. 1,737.

KENT (Seaside).—First-Class BOARDING AND DAY SCHOOL. Net profits about £500. Number of Boarders 18 and 10 Day Pupils. Very fine premises in exceptional position. Goodwill by capitation fee. Furniture at valuation or by arrangement.—No. 1,658.

NORTH WEST COAST.—BOARDING AND DAY SCHOOL FOR GIRLS. Gross income over £2,000. Net £600. Number of Boarders 30, and 30 Day Pupils. Exceptional opportunity of securing a School in flourishing condition at a nominal price, viz., £600 for Goodwill. School plant at valuation. Splendid premises and grounds.—No. 1,656.

LANCASHIRE (Seaside).—BOARDING AND DAY SCHOOL FOR GIRLS. Gross receipts about £1,000. Number of Boarders 18, and 30 Day Pupils. Rent of very fine house only £120; this could be nearly covered by letting the house in the holidays. Price for goodwill, £400.—No. 1,663.

Near LONDON.—DAY SCHOOL with Preparatory Departments. 148 Pupils. Gross receipts for past year £1,128. Net profits £300. Rent of premises specially built for a School, £120. Price for goodwill and valuable plant (if purchased at once) only £570.—No. 1,736.

SOUTH COAST.—PARTNERSHIP IN FIRST-CLASS SCHOOL. Gross receipts about £2,500, net income fairly considerable. About £1,000 is asked for a two-fifths share. The whole purchase money need not be paid down. Very fine premises.—No. 1,735.

SURREY.—TRANSFER OR PARTNERSHIP.—BOARDING AND DAY SCHOOL. Gross income £1,200, net £300. Could be largely increased. 80 to 90 pupils. Terms of sale or partnership to be arranged.—No. 1,743.

LONDON, N.—Successful BOARDING AND DAY SCHOOL FOR GIRLS, with Kindergarten Department. Gross receipts about £1,000. Number of Boarders 5 and 65 Day Pupils. Price for goodwill only £400.—No. 1,661.

BOYS' SCHOOLS.

MIDLANDS.—Successful DUAL SCHOOL. Net profits for 1910, £378, and for 1911, £392. No. of Day Pupils, 92. Price for goodwill, £750. Excellent premises with private dwelling house.—No. 6,055.

MIDLANDS.—FIRST CLASS PREPARATORY SCHOOL FOR BOYS. Gross receipts about £3,000. Net about £1,000. Exceptionally fine premises. Extensive grounds. Price for the Freehold, £12,000. Goodwill, £2,000. A fairly large sum could be raised on mortgage.—No. 6,050.

CHESHIRE (Seaside).—PARTNERSHIP IN BOYS' BOARDING AND DAY SCHOOL. Gross receipts past year about £880. Number of Boarders 17 and 10 Day Pupils. Price for half share of goodwill, school and household furniture, only £340.—No. 6,057.

NORTH-WEST OF ENGLAND. BOYS' BOARDING AND DAY SCHOOL. Income £1,600 to £1,700. Net about £430. Number of Boarders 21 and 42 Day Pupils. Very fine premises. Price for goodwill and furniture moderate. Very desirable opening.—No. 6,056.

KENT (Seaside).—BOARDING AND DAY SCHOOL FOR BOYS. Almost entirely Preparatory. Income about £2,200. Net profit about £500. Number of Boarders 30 and a few Day Pupils. Price for goodwill, £800. Furniture optional.—No. 6,054.

SURREY.—Partnership in first-class PRIVATE SCHOOL, established many years. Excellent premises and grounds. Reasonable terms will be accepted.—No. 6,052.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.
[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

GAMES AND GYMNASTIC

MISTRESSES with exceptional qualifications can be obtained on application to A. ALEXANDER, Principal, Physical Training College, Southport.

GYMNASIUM, GAMES, AND

SPORTS MISTRESSES.—LIVERPOOL GYMNASIUM TRAINING COLLEGE.—Fully trained Teachers disengaged and qualified to teach Drilling and Gymnastics (Swedish and British Systems), Fencing, Swimming, Dancing, Horse-Riding, Cricket, Hockey, Lacrosse, Tennis, Badminton, Remedial Exercises and Massage, Sick-nursing, Physiology, and Hygiene. Apply—PRINCIPAL, 171 Bedford Street, Liverpool.

VISITING MUSIC MISTRESS

L.R.A.M. London and neighbourhood. Piano, Harmony, Form, Solo and Class Singing. Preparation for L.R.A.M. and all other examinations.—Miss GIBSON, 96 St. John's Park, Blackheath.

PRINCIPAL of Girls' Boarding

School wishes to recommend well qualified MUSIC MISTRESS who was with her for six years. Thoroughly conscientious and devoted to her work. Good secretary and housekeeper. Accustomed to responsibility. Good disciplinarian. Girls' or Boys' School. Apply—Miss BOYD, 2 Bouverie Road West, Folkestone.

L.R.A.M. wishes re-engagement in young ladies' School, to teach Pianoforte, Harmony, Form, Theory, Class Singing, and Organ. Resident or Non-resident. Pupils prepared for R.A.M. Examinations (Matthay Method).—Miss CAHILL, 24 Gracedale Road, Streatham, S.W.

MISS THOMAS, A.R.D.S., A.C.T.,

Teacher-Artist, gives Private and Class Lessons in Drawing, Brushwork, Painting, Sketching, Modelling, Woodcarving. Experienced. Very successful in preparing for Examinations.—Studio, Stratford House, Bromley, Kent.

KINDERGARTEN MISTRESS

desires re-engagement in September. Higher N.F.U. Certificate. 24 years' experience as Head of Kindergarten. Has trained successfully.—Miss SMITH, Amberley, Gledhow Wood Grove, Roundhay, Leeds.

MUSIC MISTRESS, L.R.A.M.,

Medallist R.A.M., requires post in September. Pianoforte, Harmony, Counterpoint, Form, Theory, Class Singing and Ear Training. Modern methods. Successful in preparing for Examinations. Two years' private teaching, five terms' school experience.—Miss PHYLLIS JENNINGS, 6 Selborne Place, Hove, Brighton.

L.R.A.M. requires re-engagement.

Studied four years under Matthay. Two years abroad. Public and Private School experience. Many Examination successes. Excellent testimonials.—M., Astoncroft, Chase Court Gardens, Enfield, N.

ARTIST, Ablett Teacher-Artist

Certificate, Exhibitor Royal Academy and other Exhibitions, wishes for visiting post in School, or private lessons.—Miss D. A. Aldrich Rope, 107 Marylebone Road, London, W.

LADY wishes to recommend good

German ART MISTRESS, all branches, age 45. Apply—Miss I. RAMSAY, Bamf, Aylth, Scotland.

PIANO MISTRESS (Schumann

Method) requires Visiting Appointment in good School. Four years' reference. Preparation for Associated Board Examinations (successes 99 per cent.).—Miss ECCLES, South Mill Road, Bishop's Stortford.

MUSIC MISTRESS, A.R.C.M.,

7 years' experience. Pianoforte, Violin, Harmony, Theory, Class Singing, Orchestra, seeks Post, resident or non-resident. United Kingdom or Abroad.—Miss ADA DODMAN, Caley Hall, Hunstanton.

ARTIST, Ablett Teacher Certificate,

South Kensington Certificate; specializes in Modelling; Exhibitor, Royal Academy; would like to give Lessons, either visiting or at own studio.—Miss GRATZ, 16 Canfield Gardens, N.W.

BRIGHT young French Lady (18),

Diplômée, seeks first engagement. Knowledge of Music, English. Willing to share all her pupils' pursuits and amusements.—MARIE, Hooper's, 13 Regent Street, London. Many excellent Foreign Teachers. Introduction free.

CLEVER GERMAN MISTRESS

(27), experienced with elder girls; excellent references. French, German, Music, Dancing, Cycling, Needlework (all kinds), including Cutting-out. Established 1881.—20 F. Hooper's, 13 Regent Street. Many others. Printed List gratis.

FULLY TRAINED DRILL MIS-

TRESS (Swedish and German Systems). Dancing, Physiology, Hygiene, Massage, Remedial Work, Swimming, Fencing, Games. Resident or Visiting.—2917 E., Hooper's, 13 Regent Street, London. Many excellent teachers disengaged. Head English, Languages, Music, Art, Kindergarten. Introduction free.

MODERN GEOGRAPHY.—

Preparation for Examinations, Coaching, Lectures, Demonstration Lessons by Geography Mistress. Certificate in Geography, School of Economics, University of London. Higher Froebel Certificate. Address—Miss AGNES NIGHTINGALE, Leinster House School, 2 Leinster Gardens, Hyde Park, London, W.

EDUCATIONAL AGENCY. (ESTABLISHED OVER 70 YEARS.)

Proprietors: Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

Offices: 34 Bedford Street, Strand; and 22 Henrietta Street, Covent Garden, London, W.C.

Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Immediate and September Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 337.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

A List of Immediate and September Vacancies will be forwarded in due course to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 334 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

LADY GYMNASIAC TEACHER

(Certificated), N.S.P.E. and L.B.C.P.E., desires day teaching engagements: Gymnastics, Drilling, Games. Free now. Experienced. Apply by letter to—W., 11 Atherfold Road, Clapham, S.W.

MUSIC MISTRESS requires

visiting or non-resident school appointment (September), London district preferred. L.R.A.M.; gold medalist, Singing, A.R.C.M.; gold medalist, Piano; silver medalist, Violin and Harmony. Fourteen years' experience. Successful with candidates; all grades Associated Board Examinations. — Miss SNELL, 10 New Fillebrook Road, Leytonstone.

HOUSEKEEPER MATRON. —

Gentlewoman, thoroughly reliable, clever manager, much good experience, seeks reappointment (September). College, good School, or School Boarding House. Understands Health well. First-class credentials. Address—No. 9,306.*

FORMER High School Mistress,

trained, certificated, and experienced (England and Colonies), now Accountant and Office Manager, seeks SECRETARYSHIP for September, in or near London. Double entry book-keeping and office routine thoroughly understood. Good French and German. Educational or literary work preferred. Address—No. 9,309.*

M.A. requires responsible post in a

Girls' School in September. Six years' experience. Trained. Special subjects: Classics, Geography; subsidiary: English, French, Mathematics, Ancient and Modern History, Needlework, Drill. Address—No. 9,311.*

EXPERIENCED MUSIC MIS-

TRESS, A.R.C.M., Pupil of Miss Fanny Davies, requires visiting appointments in good Schools in London in September. Excellent references. Piano, Harmony, Theory, Class Singing. Address—No. 9,312.*

LADY (experienced) requires post

in September as JUNIOR FORM MISTRESS, or charge of Preparatory Department in good Boys' School. Good disciplinarian. Address—No. 9,317.*

THOROUGHLY experienced

ENGLISH MISTRESS, Camb. Higher Local, advanced Mathematics, History, Botany, English, seeks temporary or permanent post in England or abroad. Preparation for Examinations. Disengaged end of June. Address—No. 9,320.

GEOGRAPHY MISTRESS seeks

engagement for September. Games, general Form Subjects. 8 years' High School experience. Address—No. 9,321.*

POST wanted, as LECTURER in

Training College. Head of Junior School or Kindergarten. Fourteen years' experience. Mistress of Method. Head of Training Department for Junior School and Kindergarten Mistresses (G.P.D.S.T.). Address—No. 9,325.*

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

(Replies to advertisements marked * should be sent under cover to "The Journal of Education," Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.)

STUDENT-TEACHER (Resident)

Wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work. — MAUD GLIMSTER, 3 Friern Park, North Finchley, N.

SURREY EDUCATION COMMITTEE.

WHYTELEAF COUNTY SECONDARY SCHOOL FOR GIRLS.

Wanted, in September next—(1) A MISTRESS, with a University Degree or equivalent, to teach Geography on modern lines and Nature Study. A Diploma in Geography will be a recommendation. Salary £110 per annum, with annual increments of £5 to a maximum of £200. (2) A MISTRESS to teach Class Singing (both notations), English, Swedish Drill, and Junior Form subjects. Salary £90 per annum, with annual increments of £5 to a maximum of £130.

Applications with copies of testimonials should be sent to the undersigned not later than 25th May, 1912. Envelopes should be endorsed "Whyteleaf County School."

JOHN E. YOUNGHUSBAND,

Acting Clerk to the Governors.

County Education Office, Kingston-on-Thames.

11th April, 1912.

ISLE OF WIGHT COUNTY EDUCATION COMMITTEE.

NEWPORT, ISLE OF WIGHT, SECONDARY SCHOOL. (FOR BOYS AND GIRLS.)

Wanted, at once, an ASSISTANT MISTRESS specially qualified in Science (including Botany). Ability to teach Class Singing a recommendation. Salary £110 per annum. Form of Application, which should be returned immediately, may be obtained by forwarding addressed foolscap envelope to the SECRETARY, County Education Offices, Newport, Isle of Wight.

3rd April, 1912.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the under-mentioned positions in secondary schools—

THE COUNTY SECONDARY SCHOOL, HOLLOWAY.—ASSISTANT MASTER specially qualified to teach History and English Language and Literature. Qualifications of an athletic character will be an additional recommendation. Salary £150, rising to £300 by yearly increments of £10.

THE COUNTY SECONDARY SCHOOL, PUTNEY.—ASSISTANT MISTRESS specially qualified in Mathematics and able to organize and supervise Games. Salary £120, rising to £220 by yearly increments of £10.

THE COUNTY SECONDARY SCHOOL, PECKHAM.—ASSISTANT MISTRESS qualified to teach History and some English, with experience in middle school work. Musical qualifications would be an additional recommendation. Salary £120, rising to £220 by yearly increments of £10.

Candidates must have passed a final examination for a degree held by a recognized University.

Applications must be on the official forms to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICE, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Monday, 13th May, 1912. Every communication must be marked H.4 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,

Victoria Embankment, W.C.

25th April, 1912.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the following positions in secondary schools—

HACKNEY DOWNS SCHOOL.—ASSISTANT MASTER, salary £250, rising by annual increments of £10 to £300. Candidates must have passed a final examination for a degree held by a recognized University. The master appointed will be required to take charge of the commercial department of the school, and must be qualified to take the subjects necessary for the Intermediate B.Sc. (Economics) examination of London University and Mathematics up to Matriculation Standard. He need not be a specialist in languages or know bookkeeping and shorthand.

THE ST. MARYLEBONE GRAMMAR SCHOOL.—ASSISTANT MASTER to teach form subjects, but specially qualified in German. Salary £150, rising by annual increments of £10 to £200. Candidates must have passed a final examination for a degree held by a recognized University.

The successful candidate in each case will be required to commence work in September, 1912.

Applications must be on the official forms to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICE, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Friday, 10th May, 1912. Every communication must be marked H.4 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,

Victoria Embankment, W.C.

24th April, 1912.

HOLYWELL COUNCIL AND INTERMEDIATE SCHOOL FOR BOYS AND GIRLS.

Wanted, commencement of Michaelmas Term (September), JUNIOR MISTRESS, to teach Latin and French to Scholarship Standard University Degree or its equivalent and experience in Secondary School Teaching after leaving College essential. The scale of salary now in force in the School is £110, rising by annual increments of £5 to £140, but in fixing the salary the Governors will be guided by the past experience of the Candidates.

Applications, stating salary required, with copies of three recent testimonials (two dealing with teaching experience), to be delivered to the undersigned not later than the 7th June, 1912.

J. KERFOOT ROBERTS,

Clerk to the Governors Solicitor, Holywell, of the Holywell County School.

• Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for the term commencing in September next, are invited to apply (as soon as possible) to **Messrs. Griffiths, Smith, Powell & Smith**, who will furnish details of all the best vacancies in Public and Private Schools. Address—**Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.**

N.B.—Candidates should state full details as to certificates, qualifications, experience, and should enclose copies of testimonials.

ST. SAVIOUR'S AND ST. OLAVE'S

GRAMMAR SCHOOL FOR GIRLS, NEW KENT ROAD, S.E.—Wanted, for September, a full-time MISTRESS to teach Needlework throughout the School, with some Dressmaking and Cookery, and to teach a few other subjects as time allows. Good teaching experience essential. Initial salary £120. A good pension scheme has been adopted. Apply, giving full particulars of qualifications and experience, age, &c., enclosing copies of testimonials, to HEAD MISTRESS.

HULL EDUCATION COMMITTEE.

MUNICIPAL SCHOOL OF ART.

The above Committee invite applications for the post of HEAD MASTER of the HULL MUNICIPAL SCHOOL OF ART. The salary offered is £400 per annum. The gentleman appointed must have had a good artistic training and be experienced in the work of a School of Art. A candidate with experience of artistic crafts will be preferred. Forms of application containing particulars of the duties and conditions of appointment may be obtained from the undersigned and must be returned not later than the 10th of May. Canvassing will be considered a disqualification.

J. T. RILEY.

Secretary of Education.

Education Offices, Albion Street, Hull.

April 16th, 1912.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage.

Our ordinary scale is:—

10 copies of one Testimonial...	1/-, post free.
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KING, 45, BEDFORD ROW, LONDON, W.C.

WINCHESTER HIGHSCHOOL

FOR GIRLS.—Wanted, in September, MATHEMATICAL MISTRESS. Cambridge Degree and Training essential. Churchwoman desirable. Apply before May 15 (stating full particulars) to the HEAD MISTRESS.

THE HORTICULTURAL COLLEGE FOR WOMEN, SWANLEY, KENT.

—Lecturer required in September as Lecturer of Agricultural Chemistry.

Candidates must have a University degree or its equivalent, and must be prepared to assist with the teaching of some Natural History subject.

Applications must be received not later than 20th May, 1912.

For further particulars apply to the PRINCIPAL.

ROAN SCHOOL FOR GIRLS,

GREENWICH.—JUNIOR SCIENCE MISTRESS wanted, September. Degree essential, training desirable. Elementary Physics, Geography, Elementary Mathematics, charge of a Form and one of the Laboratories. Salary £120 (non-resident), with increments. Apply—HEAD MISTRESS.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.

BINGLEY TRAINING COLLEGE.

Principal: Miss H. M. WOODHOUSE, M.A., D.Phil.

The West Riding Education Committee invite applications for the following staff appointments at the BINGLEY TRAINING COLLEGE, which provides accommodation for 200 resident Women Students:—

(1) LECTURER in ENGLISH. £175 per annum.

(2) LECTURER in SCIENCE. £175

Preference will be given to candidates possessing special qualifications in Chemistry and Physics.

(3) TEACHER of ART. £120 per annum.

(4) TEACHER of PHYSICAL TRAINING and HYGIENE. £120 per annum.

Certain of the Lecturers appointed may be offered board and residence in return for supervision duty in the Halls of Residence.

(5) LADY SUPERINTENDENT, to undertake the usual duties of a Matron with the direction of all domestic arrangements, subject to the general responsibility of the Principal. £100 per annum, with board and residence.

Candidates for all the above-named posts must be women.

Last date for the receipt of applications, Monday, 6th May, 1912. Further particulars and Forms of Application to be obtained from the EDUCATION DEPARTMENT (SECONDARY BRANCH), County Hall, Wakefield.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

CENTRAL SECONDARY SCHOOL FOR BOYS.

Wanted, in September next:—

(1) FORM MASTER, Graduate, good teacher and disciplinarian, specially qualified in Geography. Commencing salary £140.

(2) FORM MASTER, principal subject Classics. Oxford or Cambridge Graduate preferred. Commencing salary £150.

(3) MASTER to teach MATHEMATICS up to University Scholarship Standard. Commencing salary £200.

(4) MASTER to teach French up to University Scholarship Standard. Must be Graduate in Honours and a good teacher. Commencing salary £200.

An athletic man preferred in each case. Non-resident.

Apply to the PRINCIPAL with copies of testimonials, before JUNE 4th, 1912.

G. S. BAXTER,

Education Office, Leopold Street. Secretary.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

CENTRAL SECONDARY SCHOOL FOR GIRLS.

Wanted, in September next, a MODERN LANGUAGE MISTRESS, French and German. Cambridge Tripos or Oxford Honours Schools. Experienced. Good disciplinarian. Commencing salary £140. Non-resident.

Apply to the HEAD MISTRESS with copies of testimonials on or before JUNE 4th, 1912.

G. S. BAXTER,

Education Office, Leopold Street. Secretary.

NEW EARSWICK GARDEN

VILLAGE.—Wanted, a HEAD TEACHER (Male) for the new Public Elementary School (Non-provided and Undenominational) at the Garden Village of New Earswick, near York, to be opened at the beginning of August next. The probable initial attendance will be 120 children. Some experience of the teaching of Gardening and Nature Study is desirable. The salary payable by the Local Education Authority would be supplemented by the Joseph Rowntree Village Trust in the case of a competent and experienced teacher. Apply, stating age, qualifications, experience, and salary required, to E. RICHARD CROSS, Solicitor, The Cocoa Works, York.

CREDITON, DEVON.

QUEEN ELIZABETH'S GRAMMAR SCHOOL.

HEAD MASTER wanted in September. Salary £400 (about) and boarding house. Applications on forms to be obtained from Mr. J. SYMES, Solicitor, Crediton, must be received by 17th May.

GIRLS' HIGH SCHOOL,

GLOUCESTER.—Required, in September, ASSISTANT MISTRESS, to teach principally French; also one for Class Singing and Elementary English. Degrees preferred. Experienced or trained. Initial salaries £100 to £120.

KENT EDUCATION COMMITTEE.

TUNBRIDGE WELLS LOCAL HIGHER EDUCATION SUB-COMMITTEE.

COUNTY SCHOOL FOR GIRLS, TUNBRIDGE WELLS.

The Committee are prepared to receive Applications for the following Appointments to be made in September next:—

(1) SECOND MISTRESS, qualified to teach Mathematics and Latin. Good experience essential. Initial salary £120 to £135 per annum, according to qualifications and experience, rising by £7 10s. for the first two years and subsequently by £5 to a maximum of £150.

(2) ASSISTANT MISTRESS, qualified to teach games and drill, and willing to assist with the secretarial work of the School. Initial salary £100 to £110 per annum, according to qualifications and experience.

Forms of Application, and Scale of Salary in respect of the Second Mistress-ship, may be obtained from the ACTING SECRETARY, Technical Institute, Tunbridge Wells. Applications must be forwarded to the Head Mistress, Miss E. M. HUGHES, County School for Girls, Tunbridge Wells, as soon as possible.

Canvassing will be considered a disqualification.

By order of the Committee,

FRAS. W. CROOK,

Caxton House, Westminster, S.W.

Secretary.

23rd April, 1912.

KENT EDUCATION COMMITTEE.

ERITH HIGHER EDUCATION SUB-COMMITTEE.

COUNTY SCHOOL, ERITH.

Wanted, in September next, two Assistant Masters.

(1) A GRADUATE with Honours in Mathematics and if possible qualified in Machine Drawing and Design. Good experience in the teaching of Mathematics essential. Initial salary £130 to £150, according to qualifications and experience, rising by £10 per annum to £200.

(2) A GRADUATE as Junior Master qualified in English, Elementary Mathematics and French. Initial salary £150, rising by £10 per annum to £200.

Candidates for both positions must be ready to assist in the games and social life of the school. The teachers appointed may be required as part of their work to teach for a limited number of hours in Evening Classes.

Forms of Application and Scales of Salaries may be obtained from Mr. A. T. FLUX, Education Offices, Belvedere, Kent. Applications must be returned on or before the 13th May to the Head Master, Mr. A. BELL, County School, Erith.

Canvassing will be considered a disqualification.

By order of the Committee,

FRAS. W. CROOK,

Caxton House, Westminster, S.W.

Secretary.

24th April, 1912.

KENDAL HIGH SCHOOL FOR GIRLS.

The Office of HEAD MISTRESS of this School having become vacant by the death of Miss Warren, B.A., the Governors invite applications for the Post.

Candidates must be Graduates of some University in the United Kingdom, and not over 45 years of age.

Salary about £400, with residence providing accommodation for about 20 Boarders. A rental of £80 is charged for Boarding accommodation (including use of furniture, lighting, heating, and rates), and an allowance of £30 per annum is made by the Governors towards the cost of Servants for cleaning the School premises.

The number of Scholars now in the School is 150. The new Head Mistress will be required to enter on her duties after the Summer holidays.

No personal canvassing allowed by Candidates.

Further particulars may be obtained from the undersigned, to whom all applications marked "High School" must be sent before the 31st day of May, 1912.

JNO. H. COOKSON,

Clerk to the Governors.

Exchange Chambers, Kendal.

30th April, 1912.

JAMES ALLEN'S GIRLS'

SCHOOL, EAST DULWICH GROVE, S.E.—

Wanted, in September, JUNIOR MODERN LANGUAGE MISTRESS (French and German). Degree or equivalent necessary, also training or experience and knowledge of phonetics. Salary £120, rising by £10 increments. Apply to HEAD MISTRESS before May 18th.

TYPEWRITING. — Testimonials,

6d. per dozen copies; MSS., 8d. per 1,000 words. Promptness and accuracy guaranteed. — Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

TO ASSISTANT MISTRESSES.

IMMEDIATE AND SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite applications from well qualified Assistant Mistresses for the following Appointments:—

IMMEDIATE VACANCIES.

Experienced Mistress for good Latin and English. First-class School. Degree if possible. £60 to £70 resident.—No. 433.

Assistant Mistress for Secondary School, to take English and Latin as chief subjects. Games desirable. Graduate preferred. £110 non-resident.—No. 427.

Form Mistress for important High School, English, Geography, and Arithmetic. Experience desired. Salary if willing to take supervision. £60 resident.—No. 425.

First-rate Music Mistress for high-class School near London. Piano and either Violin or Singing. An adequate salary to suitable candidate.—No. 418.

Experienced Mistress for a School in the North. Mathematics, Modern Geography, Physics, and Chemistry. £60 resident or £100 non-resident.—No. 412.

Vice-Principal for first-class School in the North. Would be responsible for administrative part of the work. 25 Boarders, 6 resident Mistresses. Salary £100 (or more) to a suitable Candidate.—No. 409.

Assistant Mistress to take Mathematics, Physics, Chemistry, and Geography. Graduate preferred. R.C. necessary. £80 non-resident.—No. 413.

Three Domestic Science Mistresses for Schools—one in London, one in N. Wales, and the other in Cheshire. Salaries £50 and £45 resident respectively.—Nos. 431, 432, and 378.

Assistant Mistress for School in West of England. Subjects: English, Mathematics, and Latin. To prepare for higher examinations. Experience essential. Salary £50 res.—No. 353.

SEPTEMBER VACANCIES.

Experienced and well-qualified Science Mistress for important School. B.Sc. more particularly desired. Botany, Physics, Chemistry, and Modern Geography. Age 25 or more. £70 resident.—No. 426.

Graduate for high-class School near London. English, Literature, French, Arithmetic, and Mathematics. £60 resident. Church of England.—No. 423.

Assistant Mistress to teach French and Latin to Scholarship standard. Secondary School. Salary £110 to £140 non-resident.—No. 415.

Science Mistress for Public School. B.Sc. or equivalent necessary. Botany, Physics, and Chemistry. £70 resident, rising to £90.—No. 399.

Assistant Mistress to take History, German, and some Form Work. High-class School. £50 resident.—No. 417.

Well-qualified Mistress to take general subjects with Mathematics or Geography. Salary about £50 resident.—No. 420.

Experienced Mistress for Mathematics and Latin with good English. First-class School. £60 resident.—No. 333.

English Mistress, good at Games, for first-class School on Kentish Coast. Experience necessary. £55 resident. Age over 23.—No. 404.

130 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign. Senior and Junior, Assistant Mistresses.

60 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications, &c., should be stated.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 134 for brief particulars of some of the Schools Messrs. Griffiths, Smith, Powell & Smith now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to interested purchasers, to whom no Commission will be charged.

Address: 34 BEDFORD ST., STRAND, LONDON, W.C.
Telephone: 7021 GERRARD.

COUNTY BOROUGH OF BARROW-IN-FURNESS.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted, to commence duties in September next, a **FORM MISTRESS**, with special qualifications in History. A degree or its equivalent essential; also experience in teaching. Subsidiary subjects: Class Singing and Needlework.

Salary £100 to £140 per annum.

In fixing the commencing salary the Governors will pay due regard to experience and qualifications. Applications, on Form to be obtained from the Director of Education, Town Hall, to be forwarded not later than Monday, 13th May, 1912.

By Order,

L. HEWLETT,
Town Clerk and Clerk to the
Local Education Authority.

WANTED, immediately, a MISTRESS, to teach advanced Geology in Form VI, and Practice of Education in Training Department. Address—Miss O'Brien, High School, Worcester.

HAMPSHIRE COUNTY COUNCIL.

HIGH SCHOOL FOR GIRLS, BASINGSTOKE.

ASSISTANT MISTRESS required. Graduate with Secondary School experience to begin duties in September. Special subjects, Science and Nature Study. Interested in Games. Salary £110 to £120 according to qualifications. Application to be made before 31st May on a form which can be obtained from the Director of Education, The Castle, Winchester.

KING EDWARD'S HIGH SCHOOL FOR GIRLS, BIRMINGHAM.—A MATHEMATICAL MISTRESS will be required in September next: Tripos Class I or II essential. Second subject required, preferably Geography. Salary according to qualifications. Forms of Application may be obtained from the Secretary, King Edward's School, New Street, Birmingham. Applications, accompanied by the printed form and copies of testimonials, must be sent to the Head Mistress on or before May 14th.—Birmingham, 1st May, 1912.

SENIOR FRENCH MISTRESS

Wanted September. Salary £120—£160—£220. Degree or equivalent, training, public school experience, modern methods and phonetics essential. Apply by letter, stating age, education, and full particulars, to:—HEAD MISTRESS, Burlington School, Old Burlington Street, W.

WANTED, in September, in Private

Day School, Resident **KINDERGARTEN MISTRESS**. One leaving College preferred. Address—Highfield School, Stanley Road, Pendleton, Manchester.

THE QUEEN'S SCHOOL,

CHESTER.—Required, in September, an **ASSISTANT MISTRESS**, to take Classics and, as subsidiary subject, French or Junior English. Degree or equivalent essential. Apply—Miss CLAY.

SAFFRON WALDEN TRAINING COLLEGE FOR WOMEN, ESSEX.

Wanted, in September, **TWO LECTURERS**—one for Mathematics, Nature Study, General Elementary Science and Geography; one for English Literature, Reading, Recitation, and Voice Production. Both should be able to teach the Method of their subjects, supervise work of students in Practising Schools and help in their professional training. Degree or its equivalent, training, and some experience required. Commencing salary £100 with board, residence, laundry, and medical attendance. Apply—Principal.

ESSEX EDUCATION COMMITTEE.

THE ROMFORD COUNTY HIGH SCHOOL.

Wanted, in September, additional **MISTRESS** to take Mathematics in Upper Forms. Initial salary £120, annual increment £7.10s. on Head Mistress's recommendation. Applications giving full particulars of age, education, qualifications, and subsidiary subject or subjects offered, together with testimonials, to be sent before May 10 to the Head Mistress, Miss BARDSELY, B.A.

TYPEWRITING by experienced

and certificated Typist. Testimonials a speciality. Speed and accuracy guaranteed. Moderate charges.—Miss YATES, Hilsdale, Rodborough, Stroud.

GLAMORGAN COUNTY COUNCIL EDUCATION COMMITTEE.

CAERPHILLY NEW HIGHER ELEMENTARY SCHOOL.

Applications are invited for the following posts:—

(1) **HEAD MASTER** (who must be a Graduate of a British University). Salary £200 per annum, by annual increments of £10, to a maximum of £250.

(2) **Trained Certificated FORM MASTER** (specially qualified to teach Science). Salary £120 per annum, by £5 annual increments to a maximum of £150 per annum.

(3) **Trained Certificated FORM MASTER** (specially qualified to teach English literature). Salary £120 per annum, by £5 annual increments, to a maximum of £150 per annum.

(4) **Trained Certificated FORM MASTER** (specially qualified to teach Commercial Subjects). Salary £120 per annum, by £5 annual increments, to a maximum of £150 per annum.

(5) **Trained Certificated SENIOR FORM MISTRESS**. Salary £110 per annum, by £5 annual increments, to a maximum of £130 per annum.

(6) **Trained Certificated JUNIOR FORM MISTRESS** (specially qualified to teach Welsh). Salary £100 per annum, by £5 annual increments, to a maximum of £120 per annum.

(7) **Trained Certificated JUNIOR FORM MISTRESS** (specially qualified to teach Drawing). Salary £100 per annum, by £5 annual increments, to a maximum of £120 per annum.

(8) **INSTRUCTOR OF WOODWORK AND METALWORK**. Salary £130 per annum, by £5 annual increments, to a maximum of £160 per annum. Where the person appointed is recognized as Certified by the Board of Education and has some experience in Secondary Schools as a teacher or scholar, in addition to the above mentioned qualifications, the maximum salary will be £150 per annum.

(9) **INSTRUCTRESS IN HOME MAKING**. Salary £85 per annum, by £5 annual increments, to a maximum of £110 per annum. Applicants must hold a first-class Triple Diploma in Cookery, Laundrywork, and Housewifery, and in addition one Certificate in Domestic Handicraft. The person appointed must undertake to obtain within two years the double Certificate in Domestic Handicraft, and on this being obtained the salary will be advanced by £5. Past service under any other Authority as such teacher up to two years will be allowed in ascertaining the initial salary to be paid.

Canvassing of members of the Committee either personally or by letter will be deemed a disqualification, and letters written in recommendation of candidates will be considered to have been written with their knowledge and sanction unless they can satisfy the Committee to the contrary. This condition will be strictly enforced.

Applications on forms which will be supplied on receipt of a stamped addressed foolscap envelope, must reach the Chief Education Officer, County Hall, Cardiff, not later than Monday, May 20th, 1912.

April 24th, 1912.

THREE ASSISTANT MISTRESSES required September.—(1) FRENCH

SPECIALIST, Degree or equivalent, and residence abroad essential. Must also teach some other subject. Salary £105, rising by annual increments of £5 to £135. (2) **MISTRESS** for Form I C.H.L. and training preferred. Ability to teach Geography in higher forms great recommendation. (3) **KINDERGARTEN MISTRESS**. Higher Certificate N.E.U. Must train Students. Salary for (2) and (3) £100, rising by annual increments of £5 to £115. Apply—HEAD MISTRESS, High School, Great Yarmouth.

S. KATHARINE'S TRAINING

COLLEGE FOR SCHOOL MISTRESSES, TOTTENHAM. A **LADY SUPERINTENDENT** will be required, after the Summer Vacation, to undertake the domestic management, and to be responsible for the discipline of this College. Full particulars of the appointment may be obtained on application to the Rev. Prob. Houson, Principal.

GODOLPHIN AND LATYMER

SCHOOL, HAMMERSMITH.—Wanted, in September, (1) A **FRENCH SPECIALIST** in residence abroad and a knowledge of Phonetics essential, with good qualifications and secondary school experience. Salary according to qualifications. (2) A **MATHEMATICAL SPECIALIST**, with first or second class Honours Degree. Experience not essential. Initial salary £120 to £140. Salary scale and pension scheme. Suitable applications only acknowledged. Apply—HEAD MISTRESS.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 39 Cambridge Street, Hyde Park, W.

TESTIMONIALS PRINTED.

	10 copies.	20 copies.	50 copies.
Under 150 words ...	1/9 ...	2/3 ...	2/9 ...
150 to 200 words ...	2/0 ...	2/6 ...	3/0 ...
200 to 250 words ...	2/3 ...	2/9 ...	3/3 ...

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PROMPT AND ACCURATE WORK.
KING, 45, BEDFORD ROW, LONDON, W.C.

WANTED, in September, for
London High School (G.P.D.S.T.), an ENGLISH MISTRESS. Experience and Tripos or Honour School essential. German desired. Only suitable applications acknowledged. Address—No. 9, 307.*

WANTED, in September, Public
School. — Non-resident MISTRESSES. (1) French; Degree, residence abroad and experience essential. Good initial salary; responsible post. (2) Swedish Drill, Games, and Remedial Exercises. Apply, with full details of qualifications and experience, to Address—No. 9, 308.*

VACANCY, next term, in large
Girls' Boarding School for Student wishing to prepare for Cambridge Higher Local Examination or London Degree, or Froebel Examinations. Premium. Address—No. 9, 315.*

WANTED, in September, in large
Girls' Boarding School in the East Midlands, GAMES MISTRESS. Essential subjects: Games, Dancing, Gymnastics, and Needlework. Knowledge of English desirable. Address—No. 9, 314.*

RESIDENT ENGLISH MIS-
TRESS wanted in September. Must have had some experience. B.A. or equivalent. Essential subjects: Mathematics, Latin, Botany, &c. Apply, stating fully age, salary, experience, and references. Address—No. 9, 318.*

ASSISTANT TEACHER, resident,
to teach Ablett's Drawing and Junior English subjects with Geography. State age, salary, and references. Address—No. 9, 319.*

PATE'S GRAMMAR SCHOOL
FOR GIRLS, CHELTENHAM.—Wanted, in September, TWO ASSISTANT MISTRESSES. (1) Science, with Latin or Mathematics; (2) History (Oxford preferred). Degree or equivalent essential. Games desirable. Salary according to qualifications and experience. Apply before May 12th to HEAD MISTRESS.

BARNESLEY GIRLS' HIGH
SCHOOL, September.—Qualified and experienced ENGLISH MISTRESS (with some Latin). Salary, non-resident, from £130, according to experience. Apply—HEAD MISTRESS.

BARNESLEY GIRLS' HIGH
SCHOOL, September.—Trained, experienced MISTRESS. Gymnastics, Dancing, Games. Preference to one able to take Arithmetic and English in Junior Form. Salary, non-resident, from £110. Apply—HEAD MISTRESS.

COLSTON'S GIRLS' SCHOOL,
BRISTOL.—Required, in September, (1) SENIOR MATHEMATICAL MISTRESS, (2) SCIENCE MISTRESS with good Botany, Hygiene, and Chemistry, (3) HISTORY SPECIALIST, with English as a subsidiary subject. In each case good experience is essential and Honours Degree desirable. Apply, giving full details, to the HEAD MISTRESS.

LIVERPOOL COLLEGE,
HUYTON, NEAR LIVERPOOL.—Wanted, in September, resident DRILL MISTRESS. Swedish Drill, Remedial Gymnastics, and, if possible, Dancing. Apply, with testimonials, to HEAD MISTRESS.

COUNTY COUNCIL OF DURHAM.

BISHOP AU'CKLAND GIRLS' COUNTY SCHOOL.

ASSISTANT MISTRESS required in September, to take charge of the Lower Forms in Mathematics, French, and Class Singing.

Salary according to County Scale, particulars of which, together with application Form, will be furnished on receipt of stamped addressed foolscap envelope.

Completed application Forms must be received by the undersigned not later than Monday, 13th May, 1912. Canvassing directly or indirectly may disqualify.

J. A. L. ROBSON.

County Secretary for Higher Education.
Shire Hall, Durham.
24th April, 1912.

BOYS' MODERN SCHOOL,

LEEDS.—Wanted, in September next, CHEMISTRY MASTER with good qualifications and some experience. Salary £140 to £160 per annum, according to qualifications and experience. Application Forms, which may be obtained from the undersigned, should reach the Education Offices not later than 22nd May, 1912.

JAMES GRAHAM,
Education Offices, Secretary for Education.
Calverley Street, Leeds.

PRESTON EDUCATION COMMITTEE.

THE PARK SECONDARY SCHOOL FOR GIRLS.

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ART AND EDUCATION IN RECENT BOOKS.*

"THE Political Economy of Art," which is the first of the four works of Ruskin now published by Messrs. Macmillan in one volume, is better known under its later name "A Joy for Ever." It is certainly the least known of the four (the others are "Unto this Last," "Sesame and Lilies," and "The Crown of Wild Olive"), but in a way it is most characteristic of the author, who may be said to have been led by his ideal of art into the morass of economic controversy. There are passages in it which we could not afford to lose. One is the description of Verona, a town very dear to Ruskin's heart. The other is the plea for art in the classroom: "The time ought to come in the life of a well trained youth when he can sit at a writing-table without wanting to throw the inkstand at his neighbour, and when he will also feel more capable of certain efforts of mind with beautiful and refined forms about him than ugly ones." That learning comes through the eye as much as through the ear is a truth on which educators have now acted for some time. Ruskin went further, and said that "through the eye we must in reality obtain or put into form nearly all the useful information we are to have about this world." Modern authorities are less given to exaggerate the importance of the eye than to exalt, perhaps beyond reason, the educative powers of touch and muscular sense. They would counteract the desire to throw inkpots by occupying the hands otherwise, and certainly it is the most obvious way of doing it. Whether the mere presence of noble sights overawes the inkpot-throwing instinct is more open to doubt. "Stimulate the desire to use muscular power rightly by means of eye and ear and all the afferent nerves" would perhaps be the advice of the up-to-date educator. Still, there is no doubt that a general respect for learning can be inculcated by images of beauty and greatness, especially if it is part of one pervading tradition, and if all the elements of education work together to produce that atmosphere of dignity and that feeling of things worth doing, without which true education cannot thrive.

This is the indirect and subsidiary use of art, and is quite different from its use as the definite object of the learner's activities. Mr. Graves, who has given us in collected form many of his musical criticisms and essays first published in the *Spectator*, has occasion, in criticizing a fellow critic, to say something about music at the public schools. He is dealing with the assertion made by Mr. E. A. Baughan that the influence of the "gentleman musician" has not been good for English music. "When in doubt, abuse the public schools" might be said to be the maxim of most holders of a brief against English education, and Mr. Baughan had said, not without truth, that "the ideals of our public schools—uniformity and stoicism—are incompatible with the free expression of the emotions." Mr. Graves points out that "restraint," one of the qualities in which the other critic had found modern music to be lacking, was precisely what this "gentlemanly" tradition could supply. But we might add that, so far as the public-school boy produces any art at all, it is not as a product of the "uniformity" complained of, but as a protest against it. It is the boy who has no talent for games and no ambition to be "a blood" who frequently takes refuge in art; the trouble is that he tends thus to become over-precious and to make the gulf between himself and the Philistine impassable. But in their total effect the public schools do undoubtedly strengthen that unwritten law of the British race against which Sir Hubert Parry protests, that "the expression of strong feeling is unseemly." Respectability, he observes, "obliterates individuality and reduces everything to the dreary level of monotonous barrenness."

* (1) "Library of English Classics": "The Political Economy of Art, &c." By John Ruskin. (3s. 6d. net. Macmillan.) (2) "Post-Victorian Music." By C. L. Graves. (6s. net. Macmillan.) (3) "Style in Musical Art." By C. H. H. Parry. (10s. net. Macmillan.) (4) "The Aristoxenian Theory of Musical Rhythm." By C. F. Abdy Williams. (12s. 6d. net. Cambridge University Press.)

This judgment is particularly interesting when it comes from such a quarter, for to whom could we look for an eminent example of the gentlemanly, public-school, restrained, and truly British artist if not to Sir Hubert himself? It has even been said that the "healthy" quality of his music is due to his boyish prowess at athletics! Yet Sir Hubert has individuality, he is rarely monotonous, and never barren. Perhaps his enemies would find the fatal note of respectability in his treatment of modern vulgarisms. For, though we may allow that "the cavalier treatment of the leading note" or the once abhorred tritone are often the resource of empty vulgarity which relies on the abnormal for its whole effect (is not this also the law of the hippodrome with its performing sea-lions and diving elephants?), it is pedantry not to allow a freer use of these devices to the present than to past ages. Deny this principle, and we ought, if consistent, to confine ourselves to common chords. No sequence of notes is essentially vulgar in itself, any more than a sequence of words; it all depends on its use and emotional intention. In one respect Sir Hubert Parry must have been led astray through lack of information. When he expresses a fear that "the unsavoury qualities of slum art are permeating the higher kinds of art and poetry as they are gradually contaminating music," his apprehension is not without reason; but surely it is a very different thing to assert that the attempt to "make the lives of less prosperous classes better and more spiritually wholesome through the instrumentality of music" has reacted unfavourably on music itself. A closer acquaintance with such a city as Manchester, and certain working-class associations there, might cause him to modify his opinion; for of some of these it has been said that they will have none but the best, even when it is offered them free. No form of art is stronger than music in its influence on life when it succeeds in its appeal. Plato was not wrong in attaching so much value to the quality of the music which would be heard in his State. In this respect ear is at least as important as eye. Sir Hubert Parry illustrates this by a story of a missionary in India who tried to adapt the aboriginal music to church purposes. "No, no, Sahib," an old man protested; "whenever I hear the old music the Devil comes into me and I forget that I am a Christian." Such a story adds point to a remark made by Mr. Abdy Williams that the introduction into the early Church of rhythmical hymns in addition to the prose melody of the Psalms was strongly opposed; the effect was inconsistent with the ascetic ideal.

It has been said that the Gregorian tone exactly represents the pessimistic ideal of art as superseding sensual desire by supersensual joy. Mr. Williams's theme is that rhythm is the permanent and essential element in music; melody and harmony the accidental and changing. According to Aristoxenus, rhythm is that which transmutes speech into poetry, sounds into music, bodily motions into the dance. The Greek choric ode, in which they are all found in combination, obviously gives the best opportunity for the analysis of rhythmic effect. There the musical value of rhythm is identical with the verbal and dance value. Whether it is always so—at any rate, when the different elements are combined most skilfully—is a question which cannot be discussed here. To bind poetry down to a system of musical equivalents would probably be fatal to poetic art. Still, it is probable that, in the simplest combinations of words and music, as in the folk song, the rhythmical values are identical. But Mr. Williams's object is to prove that rhythmical effects remain constant even when the theory of poetical metre has changed, when the character of melody has been transformed and harmony has been introduced. The importance thus assigned to rhythm is confirmed by most modern authorities and goes far to justify the high respect with which ancient philosophers regarded it. Plato's analogy of the rhythm of music to the rhythm of the soul is undoubtedly more than a literary flourish. Nor has he exaggerated its educational value; for, if it is the chief of all outward and visible signs of the soul's inward and spiritual state, to learn the language of those signs must surely be more than a mere elegant accomplishment.

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The student of psychology in its relation to educational practice will welcome the appearance of Prof. Bagley's latest work. The purpose of this volume is to organize the methods of teaching upon a rational basis. "The time will never be ripe," says the writer, "for a final statement of educational values." Problems of function, however, can be solved by an appeal to positive science, and the chief aim of this book is to clear up the confusion between functions and values which has so long darkened our educational discussions.

The business of education is to control conduct, and to

control it for the attainment of certain social ends. What these ends should be is a question for ethical philosophy to settle; in the present work the writer accepts social efficiency as the standard. The "controls" of conduct are either inherited or acquired. The former are the instinctive reactions to stimuli, interesting simply as psychological facts in the study of the development of character. The acquired controls, on the other hand, are the material on which the educator has to work. The writer classifies these under five heads, and shows in each case what educational function deals with each type of control. A certain proportion of our conduct consists of more or less automatic acts, performed in obedience to specific habits. The "training function" in education is concerned with the production of such habits and is the chief business of elementary education. The greater number of our "adjustments," however, are made consciously. Sometimes they are initiated simply by an idea or by a judgment; this type of control is primarily intellectual, and the corresponding educational function is the "instructional" which results in knowledge. Or the mental state which initiates action may have a predominant emotional element in it: we may be spurred not merely by an idea, but by an ideal, and this ideal or "emotionalized standard" is developed by what the writer terms the "inspirational function." Again, the ideals or standards by which we are habitually guided tend to become prejudices in favour of certain types of action; or they may develop in us an attitude which will determine the manner in which we are likely to interpret all future situations. The state of mind where action is determined by prejudice or taste is predominantly emotional, while the "attitude" type of control is characterized by a greater intellectual element. The educational functions corresponding to these types of control are the "disciplinary training function" in the former case, and the "interpretive function" in the latter.

The classification of values is not so simple. In a brief discussion of the criterion of value, the writer adopts the Kantian position. The only rational criterion for the individual is the categorical imperative; the only rational aim of progress is achievement. The question of ends is, however, reserved for some future work, and in the meantime the standard of social efficiency is adopted. The values to be realized by the educational functions Prof. Bagley classifies as (a) the utilitarian, (b) the preparatory, (c) the conventional, and (d) the socializing.

How these values are realized or missed in the curricula of the elementary and secondary schools forms the subject-matter of five chapters, which are the kernel of the book. The chief controversial point raised is that of the value to be realized in fulfilling the disciplinary functions—i.e. the question whether training and the consequent proficiency acquired in one field is capable of "spreading" to other fields. Here, of course, lies in a nutshell the whole vexed question of the value of mathematics and classics in the school curriculum of to-day. After a clear and impartial statement of the case, with descriptions of the recent experiments made by the principal investigators of different schools, the writer offers a solution already foreshadowed by his treatment of the entire subject. Training in one department will help in another exactly in so far as it is intelligent training—in so far as it produces a true insight into and appreciation of the subject. A training in mathematics, for example, will produce in the student a capacity for correct reasoning precisely in so far as he has gained an appreciation of the virtues of the "rigid, clear-cut mathematical methods." If he has studied mathematics in purely mechanical fashion, his reasoning powers will probably have gained but little from the exercise.

An interesting and suggestive chapter deals with the limitations of educative forces. Genius, the writer appears to admit with reluctance, cannot be created by any method of education. But, while capacity is doubtless inherited, the use that will be made of this capacity, whether achievement is on a low or on a high plane, whether the gifted individual unwittingly rediscovers old truths or proceeds to new ones—all

this depends on education. Further, it is the task of education to pass on to future generations the fruits of the inventions and discoveries of genius, and thus to bring the mass of mankind to the level that genius attains. Prof. Bagley is an enthusiastic believer in the influence of environment, hence an optimist as regards the possibilities of education.

The phraseology of the book is somewhat unnecessarily technical, a defect which is likely to discourage beginners in psychology. The book is, however, so thorough in the working out of the problem which the writer has set himself, and so suggestive in every detail, that it cannot fail to appeal to all who are interested in educational problems.

A History of Classical Philology. By HARRY THURSTON PECK. (8s. 6d. net. Macmillan.)

This is a short book from America on a subject with which Sir John Sandys dealt lately in an *opus magnum*. Useful as an outline and for younger students, it can hardly be described as being a substantive treatise of permanent value. Its place, so far as we can judge, were in the school library, not for reference but to kindle inquiry.

We may seem to be ungracious in pointing out the faults instead of expatiating on the merits of classical books. But extravagant praise is odious to the scholar. And in an author so well known as Prof. Peck, an editor of "The New International Encyclopædia," merits may be assumed. Let us indicate some blemishes in his work. First we observe that his definition of "Classical Philology" is so wide that he must have been embarrassed in choosing the matter to be presented. We are told all about the Persian wars, nothing about Alexander de Villa-Dei, who, if he did not add to the sum of human knowledge, had a mighty influence on the mode of its diffusion. Hear him teaching prosody ("Doctrinale," 2138 f.) and then consider what method he fathered:—

Ante d fit brevis o, velut exodus; hinc procul esto
Herodes, et ei custodes sint sociandi.

Again, Prof. Peck might have given as more about palæography, even if he had had to leave out his account of the musical notation of the Greeks. And, whilst it is uncertain what you will find in the book, it is also uncertain where you will find it. We read about Boëthius, then thirty pages further on about Martianus Capella; yet Capella supplied to Boëthius the form of his principal work (Ebert, "Allgemeine Geschichte der Literatur des Mittelalters," I², 490). Misprints abound. The date of Jean Baron de Witte's birth, for example, is given as 1868 instead of 1808; where the true reading is less easy to divine than in the statement: "Theodoric, King of the Ostrogoths, made Rome his capital in the year 5000"! Moreover, sometimes the facts asserted are doubtful or erroneous. We wonder how Prof. Peck knew that it was in 540 that Cassiodorus entered the Vivarian convent; and the statesman-monk was not *præfectus urbis* under four Gothic kings, but *præfectus prætorio* (Mommson in Mon. Germ. Hist., "Cassiodori Senatoris Variæ," pages 570 f.). We are informed that Freund's "Latin Dictionary," as translated by Andrews in the United States, was "conveyed" by the English publisher, William Smith (afterwards Sir William). The publisher was Murray, who would know nothing of any "conveyance." Prof. Peck's disparagement of William Smith (whom it would be possible to overrate) is not due to international jealousy; for he is unkind enough at times to his own countrymen. George Bancroft is "the long-winded historian." It is astonishing to read that the Americanized Greek E. A. Sophocles "wrote a Greek grammar of the Roman and Byzantine periods." The Greek grammar of Sophocles relates to classical Greek; his "Greek Lexicon of the Roman and Byzantine periods" is a standard work. Prof. Peck describes how the publication of the "Archiv für lateinische Lexikographie" was begun and the "Thesaurus" planned; he seems not aware that the "Archiv" was closed in October, 1903, Wölfflin dying a few days later, and that good progress has been made with the "Thesaurus." Sometimes his inaccuracy is irrita-

ting. Be this an instance: "Banks (*sic*), Arden, Harris, carried on fruitful explorations at Herculaneum, resulting . . . in the rescue of important fragments of Epicurus, Philodemus, a part of the *Iliad*, speeches of Hyperides, and others already mentioned as recovered." The Bankes papyrus found at Herculaneum! And Babington's edition of the "Orations for Lycophron and for Euxenippus" should have taught Prof. Peck that Harris and Arden got their fragments of Hypereides at Thebes in Upper Egypt.

But we have done carping enough. Let us touch on one or two matters of general interest. About the American academies the author writes: "There are now in the United States more than four hundred institutions that call themselves colleges or Universities, but barely a score satisfy the definition." He fights bravely to pluck Prof. Anthon of Columbia (friend of our boyhood!) out of the region of comedy. Strange, by the way, that he does not name Richard Shilleto. "Classical Philology," he observes, "is opposed in every way to the spirit of pedantry"—a fault with which we fear that he may reproach us. But if we have differed with him as to some details, we agree in the fine sentiment which he quotes from Gaston Paris: "Studies in common, carried on in the same spirit in all civilized countries, form, above restricted, diverse, and often hostile nationalities, a great fatherland which no war soils, which no conqueror threatens, but wherein souls find the refuge and the unity which was given them of old by the citadel of God."

Lectures on Poetry. By J. W. MACKAIL. (10s. 6d. net. Longmans.)

This third volume completes the trilogy of lectures delivered by Dr. Mackail as Professor of Poetry in the University of Oxford. It is a miscellany, and we may doubt whether the most intelligent reader who had not perused the previous volumes would have discovered for himself the guiding idea—"the progress of poetry regarded as a vital and organic art." Of the thirteen lectures four stand apart and give in sum the Professor's theory of Poetry, two at the beginning entitled "The Definition of Poetry" and "Poetry and Life," and two at the end on "Imagination" and "The Progress of Poetry." The intermediate lectures deal with particular poets or poems—Dante, Virgil, Shakespeare, Keats, and Arabian poetry.

We should have expected a definition at the beginning of the course, but Dr. Mackail has been well advised in reserving his definition to the end, so that it appears as the sum and substance of his teaching, the conclusions to which he has led his audience after a critical examination of the greatest and most typical of the world-poets. We do not think that he has answered the riddle of the Sphinx, but it is no small merit to have shown clearly the problem to be solved and to have exposed the inadequacy or fallaciousness of previous guesses at the truth. First he points out that the form and substance of poetry must be distinguished and that no possible definition can cover the two. Of previous guesses he considers that Phillips comes nearest to the mark, and conjectures that Phillips may have got from Milton, his uncle, the aphorism that "poetry is writing consisting of rhythm or verses"—"a definition that it is not possible to better materially." He does not make the obvious criticism that poetry was spoken or sung long before it was written, but his own amended version avoids this pitfall—*qua* form "Poetry is patterned language," and "pattern" is further defined as "composition which has a *repeal*." "Pattern" is, of course, used in a special technical sense, but the metaphor is misleading in so far as it fails to suggest that the poet makes his own pattern, and shows his originality in the form no less than in the matter, as the very words Alcaic, Sapphic, Alexandrine testify. Of the two we prefer Shelley's "A certain uniform and harmonious recurrence of sound." So, too, we should demur to the statement that poetry, like all arts, is largely a matter of sound craftsmanship—not an instinct, but an acquisition, an art that can be taught. This is a half truth and needs the correction that here nature is infinitely more than nurture. We should have welcomed a further discussion

of compositions which lie half-way between poetry and prose, and simply to be told that the Book of Job lies on the border-land is to shirk the problem. The "mixed mode," to borrow the Greek term, ranging from the Psalms to "Leaves of Grass," is too extensive and important to be left as no man's land.

Of poetry in its essence there is no formal definition, but a pregnant sentence which we must be content to quote without comment: "The substantial and vital function of poetry is to make patterns out of life"—a vast improvement on Matthew Arnold's "Criticisms of Life."

Of the supplementary lectures the most attractive is the study of the "Aeneid," "the richest, the most fully charged of all Latin poems, perhaps of all the poems that have ever been written." "As a mere matter of fact and history Virgil has been, from his own day till now, the voice, the interpreter, the chosen recorder and exponent of Rome—of the Latin race, the Latin Empire, the Latin civilization." And as bearing on a practical question mooted at the last meeting of the Classical Association we will quote the introductory paragraph:—

Greece and Rome represent two forces, two different streams of tendency and bodies of achievement, which are nevertheless indissoluble, which flow together, intermingle and reinforce each other to fill the sources from which succeeding ages have drawn. But, of the two, Rome is the closer to us, the more directly in the line of ascent. Modern life owes its highest ideals, directly or indirectly, to the inspiration of Greece; it owes its whole structure and existence to the creation of Rome. And so also with the two languages; for, while Greek is a language of unequalled beauty, flexibility, and strangeness, Latin is to us, and to all inheritors of the Latin civilization, a second mother tongue.

To return to the "Aeneid," the exposition of its structure, the architectonics, is masterly. The last six books are the "Aeneid" proper, corresponding to the "Achilleis" of the "Iliad." To this is added the Wanderings of Aeneas contained in the first four books, Virgil's "Odyssey." The fifth book, an imitation of the Games at the tomb of Patroclus, was composed as an interlude, but Virgil perceived that it was but a *tibicen*, a shore or stopgap, and by a stroke of genius he conceived his Inferno. The sixth book slips the keystone into the arch and locks the whole structure.

The book is full of subtle, sometimes over-subtle, criticisms on which we would fain linger; but we have only space for one sample. The lines from the pseudo-Virgilian "Lydia"—

Non ulla puella
Doctior in terris fuit aut formosior

—are "like a phrase from a Greek lyric for pellucid colour." We confess we are colour-blind. But another couplet from the same poem:—

Luna, tuus tecum est : cur non est et mea mecum ?
Luna, dolor nosti quid sit : miserrere dolentis—

is quoted to show how the popular ballad-verse is taken up and woven into the structure of a poem. And Dr. Mackail shows us the trick, if we may so express it, the accentual riming trochaics of the *Volkslied*.

Luna, tuus est ut tecum,
Cur non est et mea mecum ?
Luna, quid sit dolor sentis,
Miserere tu dolentis.

Dr. Mackail almost persuades us that there must have been pre-Augustan rimes, although it is inconceivable that no single fragment should have survived.

History of Scotland to the Present Time. By P. HUME BROWN, M.A., LL.D., F.B.A., Historiographer-Royal for Scotland and Fraser Professor of Ancient (Scottish) History in the University of Edinburgh. In three volumes. With illustrations. (30s. net; or, separately, 10s. 6d. each. Cambridge University Press.)

The excellence of Prof. Hume Brown's "History of Scotland" is handsomely recognized by this magnificent reproduction in three stately and profusely illustrated volumes. The text is divided at the accession of Mary Stuart and at the Revolution of 1689. Each volume has a frontispiece and an average of 43 fine plates (42, 44, and 43), widely varied in

subject, and largely illustrative of the political and social history; and the first volume has seven maps and the second four. The type is large and amply spaced, and the binding is artistic as well as substantial. The new issue, however, is not a mere reproduction in more ambitious and luxurious form. The text has been revised in the light of the latest research, and a new chapter has been added, bringing the narrative down from 1843 to 1910. Though in the nature of a severe summary, this new chapter places judicious emphasis on the more outstanding movements and supplies what was felt to be a defect in the original work. The very first sentence of the chapter shows how necessary is the supplement: "Scotland, during the last half century, has undergone a transformation unparalleled in any previous period of her history." And this transformation is equally apparent in all the most vital interests of the people—in politics, in education, and in religion. It is under these three heads, therefore, that Prof. Hume Brown signalizes the later remarkable developments.

The crises of political excitement during the period "prove that the nation is still characterized by the perverted temper which produced the Covenants." Since the Reform Bill of 1832 Scotland has been Radical, the Radical minority of four in 1906 being the solitary exception—a temporary aberration attributed by Prof. Hume Brown to Home Rule and the Boer War, but essentially due to intelligible prejudices in the one case and to misrepresentations of the facts in the other case. "By the preponderance of the support she has given to one party, Scotland has exercised a determining influence on the political development of Great Britain out of all proportion to the relative numbers of her electorate," and emphasized "the divergent temperaments and ideals of the English and Scottish peoples"—emphasized in particular the effects of superior education on a community. The revolution in all the grades of Education "is the most striking illustration of the national development during the last half-century"; this period "has witnessed more fundamental changes in the aims and scope of public instruction than all the previous centuries since the Reformation." Prof. Hume Brown traces the progressive amelioration of the position of the elementary teachers in status, emoluments, and freedom; the reform of secondary education, which took a more serious turn in 1885; and the vast changes effected in University education—in emancipation of the professors from religious tests, in improved administrative arrangements, and in the widening of the curriculum under the new Ordinances of 1908. He notes that in all the grades "the traditional conceptions of intellectual and spiritual culture are yielding to the immediate pressure" of the material needs of an industrial community, the dominating aim being "a discipline that will most effectually prepare the taught for 'the battle of life.'" In Religion, "the Church is adapting itself to the spirit of the time," and the Churches are tending, not without hesitations, to union. Generally, "during the period that has elapsed since the Disruption [1843], religion in Scotland has undergone a transformation in all that formerly constituted the essentials of every Christian Church such as is without a parallel since Protestantism displaced Roman Catholicism as the national religion." While sharing fully in the progressive movements of Imperial development, yet Scotland has not shed her national characteristics: "in all that distinguishes a people—in her political affinities, in her type of religion, in her deepest intellectual interests—she remains as distinct a nation from England as at any period of her history." There may be superficial assimilation, but the two peoples "see different visions."

Universities of the World. By CHARLES FRANKLIN THWING. (10s. net. Macmillan.)

This can hardly be called a book. It is made up of a series of independent sketches such as might appear in one of the better monthly magazines. In fact, we gather from the preface that many of the articles have appeared in this form. In his introductory remarks the author indicates four different types of Universities. "Examples of these types," he tells us,

"are found in this volume, although it was not by any means written to illustrate these types." After reading it we certainly wonder what it was written for. The author helps us by saying "Rather the book was written to give some idea, however imperfectly outlined or inadequately presented, of the higher education of the world." It cannot be said that the book has succeeded in this aim. One can find no guiding principle underlying the author's presentation of his matter. It is true that he gives a more or less picturesque account of twenty Universities, all of which, with the single exception of Melbourne, he has himself visited. The Universities selected include such remote seats of learning as those of Bucharest, Cairo, Calcutta, Peking, and Tokio. Taken by themselves the articles are excellent descriptions of local conditions, and in many cases embody the results of very intelligent observation. But there does not appear to be any particular reason why they should be strung together and make their appearance in book form.

Generally speaking, the style is vivacious, but there is a certain straining after effect that rather wearies the reader. Prof. Thwing tells us that Oxford and London Universities are in many fundamental respects alike, and concludes the matter by saying: "They are both ministers of culture to humanity. Oxford is also on the Thames." In showing Oxford's indebtedness to Paris, our author informs us that "The Seine flowed into the Isis." We have to be continually on the look out for epigrams in the text if we do not want to be caught out by an apparently simple statement like "The University of London is a University in London." We feel that there must be something more here than meets the eye, but when we come to the plain statement: "But the University of Vienna is the University of Vienna," we know that the author either means an epigram, or is writing with unusual care and precision. The latter explanation cannot apply to his other remark about this University: "But in respect to students, its six thousand are larger than are found in any American institution with the single exception of Columbia." But he is not often caught napping. In "As I write I hold in my left hand a program of intercollegiate sports," he certainly, by the words we have ventured to italicize, forestalls a possible criticism.

Prof. Thwing's references to the English University system are exceedingly friendly. After all, it is rather a compliment than otherwise to say that our Oxford tutors teach so much that their over-work "is liable to result in mental disintegration, destruction, or death, or other damnable things"; and the remedy suggested is very palatable—"one-half of the calendar year should be a college vacation." We wonder what our Scotch friends will think of an account of the Universities of the world that does not include even one of their four. They are not ignored altogether, however, for the students of Budapest are compared to those of Edinburgh and St. Andrews, and the whole condition of student-life at that University is said to suggest "the men of Aberdeen, who came down from their highland home, bringing their bag of oatmeal." By the way, if the Prof. Ramsay referred to on page 196 is the distinguished archæologist, he is of Aberdeen and not "of St. Andrews."

Not from the book itself, but from an advertisement at the beginning, headed "Professor Thwing's Books on College Subjects," we get a suggestion that may explain the lack of a general treatment in the present case. One finds from the list that, of the twelve books that have preceded the present, eleven deal directly with aspects of University and collegiate life and interests. No doubt Prof. Thwing has done all his generalization already, and is now content to present his readers with fresh material to illustrate principles previously laid down.

Problems of Boy Life. Edited by J. H. WHITEHOUSE, M.P. With an Introduction by the BISHOP OF HEREFORD. (10s. 6d. net. P. S. King.)

The name of the editor is a sufficient explanation of the title. As a founder of schoolboy clubs and schoolboy camps and cognate institutions too numerous to mention, he has done

as much for the welfare of the rising generation as any living Englishman. To the present volume he contributes three essays on "The Reform of Elementary Education," "Street Trading by Children," and "The Supervision of Juvenile Employment," and he shares with Mr. S. J. Gibb a fourth on "Boy Labour"; and his ten collaborators have all been active workers in the same field.

The first essay by the editor advocates reform on which all are in theory agreed—the raising of the age for school attendance, smaller classes, less of book and more of handwork, continuation schools coupled with a statutory limitation of the hours of boy labour; but it contains one original suggestion well worth considering. Instead of building schools in the centre of crowded districts, Mr. Whitehouse would build them in groups round certain great open spaces—for instance, Victoria Park for the East of London—and make arrangements for the conveyance of children to the school. It is a bold project environed with difficulties, the least of which is the expense, but not, we believe, chimerical, and the gains are incommensurable.

The bulk of the essays are concerned with the social and economic aspects of boy life, and have only an indirect bearing on education in the stricter sense of the term. We pass to a memorable article by Mr. J. L. Paton, with the stimulating title "Cross-fertilization in Schools." He puts his finger on the weak spot in our boasted public schools—inbreeding.

They are shut off from all contact except with the moneyed classes; their scholarship system, which was designed to counteract the danger, has served in practice merely to accentuate it. They are shut off from all contact with foreign schools—even the foreign teacher is now tabooed. They are shut off, too, from contact with schools of other grades even in their country. They are fed from preparatory schools, which are specialized to meet their needs; they have a separate Conference of their own; they have no sort of correlation, and owe no sort of allegiance except to the two older Universities. Into the public-school boy one fixed idea is instilled from the first: that his school is far and away the best in England.

And the same inbreeding is largely seen in the staffing. Public-school masters form a class apart, and even their holidays are regulated for them by Dr. Lunn. And, lastly, this intense enthusiasm for schools of the type of Eton and Harrow has infected our "governing classes," and made them indifferent to the education of boys whose parents cannot afford to pay at the rate of £150 to £200 a year.

The same evil of segregation has infected our elementary schools, and produced in the teachers "a certain rigidity, intolerance of criticism, *grooviness*." What we need, and have not yet succeeded in attaining, is some reform whereby the scholar, on leaving the elementary school, shall become a member of the public school, freed from its class prejudices, and share in its *esprit de corps* and its other high qualities, which are fully recognized.

We would gladly continue our analysis, and quote some of Mr. Paton's wise and witty observations on Free Trade in education, experimentation, and the dissemination of professional knowledge, his commendation of classical and modern sides, his scathing denunciation of the proposed public school for bagmen, his plea for common religious teaching as a binding force; but we hope we have said enough to send our readers to the essay itself.

The whole volume deserves careful perusal. The contributors are all reformers, and would, by those who resist all reforms, be stigmatized as socialistic, but the reforms are temperately urged, and none of them, in our judgment, is Utopian. We could wish, however, that the editor had used his blue pencil on page 206.

The Man-made World. By C. P. GILMAN.
(4s. 6d. Fisher Unwin.)

Those who take long views, as well as wide, will best appreciate this arresting book. The somewhat ominous title portends no vehement and bitter diatribe on the existing order; it is with restraint and comprehensiveness that Mrs. Gilman examines in detail our familiar surroundings. It is possible

that, by one of the ironies of literary criticism, "The Man-made World" may find itself classified as a contribution to the literature of sex. In reality it is directed throughout against the over-emphasis of sex. In agreement with Miss Harrison's pamphlet, "Homo Sum," Mrs. Gilman holds that "we do not consider in what our humanness consists, nor how men and women may fall short of it, or overstep its bounds, in continual insistence upon their special differences. It is 'manly' to do this; it is 'womanly' to do that; but what a human being should do under the circumstances is not thought of." As against the widespread assumption that "men are people, while women are only females," we are reminded (in what can hardly be called an extravagant assertion) that "woman's natural work as a female is that of the mother; man's natural work as a male is that of the father . . . but human work covers all our life outside of these specialities." Handicrafts and professions, science and art, education, recreation, government, religion, "the whole living world of human achievement—all this is human."

What we have all this time called "human nature," and deprecated, was in great part only male nature, and good enough in its place; what we have called "masculine," and admired as such, was in large part human, and should be applied to both sexes; what we have called "feminine," and condemned, was also largely human and applicable to both. Our androcentric culture is so shown to have been, and still to be, a masculine culture in excess, and therefore undesirable.

The author demonstrates what has been the effect of "androcentric culture" on things familiar to us all—on *human* concerns such as the family, health, art, literature, education.

Sometimes you feel you are reading self-evident platitudes, till you suddenly remember that almost every sentence runs counter to accepted views and standards in any department of life—of those "big, common, unquestioned world ideas" of which Mrs. Gilman speaks; "vast is the labour of those that seek to change" them. But, without doubt, that labour of the pioneers will be the lighter for this valuable bit of spadework in breaking the new ground.

We have two adverse criticisms to make, besides a plea for more efficient proof-reading in the next edition: first, of the author, that she assumes, rather than explains, the momentous transition from the matriarchate to the "ancient proprietary family"; second, of the publisher, that he has not provided the book with an index, a grave omission in the case of a work of such wide range and fertility of ideas.

The Groundwork of British History. Part I: To 1603. By G. T. WARNER, M.A. Part II: From 1603. By C. H. K. MARTEN, M.A. (6s. Blackie.)

If we are to judge by the scanty output and frequent failures, it is the historian's hardest task to cater for that period of mental development which has passed beyond the textbook—a mere stringing together of facts and dates—and is not yet ready for those larger handbooks more suited to the History Schools at the University. Prof. Bury has done this for Greek history; there is perhaps no history of Rome suitable for the intermediate stage; and there is ample room for a book on English history which shall be up to date, coherent, and stimulating, placing universals and particulars in their right relation, and not too insistent on sources, while not neglecting them altogether—a book which shall form an introduction to that which few can enter upon while still at school, the science of history.

We think "The Groundwork of British History" is such a book. This joint product of Mr. Warner of Harrow and Mr. Marten of Eton—to some extent an advanced edition of the former's "Brief Survey of British History"—is well calculated to suit the stage in mental development to which we have referred. It is lucid and coherent: the main lines of British history are adequately traced out; facts are treated without cutting up chronological divisions (though cross-references are sometimes necessary); mere facts and dates (for chronology is a small thing) are in due subordination. For particular mention we may select the excellent accounts of the Reforma-

tion, the Napoleonic wars, the constitution since the Act of Anne, and the prominence given to the history of Scotland and Ireland, too often neglected in school histories.

Both writers have done their work well. If asked for the characteristic of each, we might say that Mr. Warner makes a point of laying strong emphasis on the fact or facts necessary for the understanding of a period, while Mr. Marten's character sketches are admirable. If we are to carp, a little more about English literature would not have been amiss, and perhaps some of the diagrams—e.g. those to explain the difference between *ban* and *arrière-ban*, page 64, and to trace the breaking up of the Yorkist power, page 232—are rather fantastic and superfluous. However, the book, which we may best compare to Bury's "History of Greece," fills the empty place admirably, and should suffice both to turn the attention of the upper forms of schools to the history of their own country, and also to serve as a starting-point for more advanced students. It should be noted that it is also published in two parts at 3s. 6d. each.

Puppets: a Workaday Philosophy. By GEORGE FORBES.
(3s. 6d. net. Macmillan.)

In acknowledging this volume we hesitated whether to enter it under romance or metaphysics, but, on perusal, it is clear that philosophy is the *idée mère* and romance an afterthought, the gilding of the pill, or (shall we say?) the philosopher's stone. The story is delightfully naive. Bubbles, a lieutenant in the Navy, is watching the roulette table at Spa and comes to the rescue of a girl in mauve who is being cheated of the stake she has won. He is invited to lunch by the grateful maiden, and, after lunch, takes her for a drive and stands her a dinner. He writes off to his mother, giving an account of his day and requesting her to invite the girl in mauve to Knock Castle. Unluckily, he has omitted to ask her name, and he finds next day, to his disgust, that she has left her hotel without giving her address. He starts in pursuit, but discovers that he has been robbed of his pocket-book. A stranger volunteers to lend him a five-pound note. The scene changes to Knock Castle. An American family has taken the next place, and calls are interchanged. Bubbles's mother is convinced at first sight that Ida Porter, the American's eldest daughter, and not the girl in mauve, is the wife for Bubbles, and, on the return visit, "she almost fell on Ida's neck," and "Ida seemed not a bit surprised." Who could resist her beauty and wit? Some one remarked that the motor which would not start was out of breath and tired, and Ida instantly capped it with: "Yes, pneumatic and india-rubber tired." "And she kept it up." The youngest reader will have guessed the *dénouement*. The girl in mauve and Ida are one and the same. Ida has pined for Bubbles as much as Bubbles has pined for Ida. "She lies down all day with an expression that makes Archie (Bubbles's father) think of the angels." They meet. "She was dressed in a delicate fabric of mauve, with a thin, flimsy mantle of the same tint enveloping her from head to foot"; but "her expression appeared to be so ethereal as to lift her above the sphere of human mortals." Introductions followed (surely a superfluous detail). "Mabelle, my darl —" he exclaimed, and checked himself, and she could only ejaculate: "Oh, Bubbles!" "and her eyes devoured him." Bessy (*alias* the Countess of Banff) falls on Mrs. Porter with kisses, "and they shed real tears of relief upon each other's necks." (We hope they had real handkerchiefs.) Need we add that the lender of the five-pound note turns out to Mr. Porter, who, with rare prevision, had thought how nice it would be to do a kindness to a possible son-in-law. To complete the story, we learn in the concluding paragraph that Bubbles is Lord Fintrae.

We have lingered so long over the gilding of the frame that there is hardly space left for a glance at the picture, and, to be honest, we feel, like the guests at Knock Castle, that "we are not competent to criticize." Briefly, it is a development of Berkeley's "Idealism." "Berkeley had an idea that the Creator put his thought of the universe into our thoughts, but he did not carry his idea far enough." With Wordsworth, Mr. Forbes believes that the infant is the best philosopher. "Baby knew all about our world, and was thinking things before his little body was born." The nearest approach we can make to the Nirvana of infancy is when we are under anaesthetics or dead tired. "When you have no sensations to distract your thoughts, you may be in contact with the universal thought of the world." And this is a workaday philosophy. To start with, it will cure the toothache. Is not the successful cricketer a palmary instance of unconscious cerebration? He succeeds where the professor of philosophy

would signally fail. Do you need further proof? Try the simple experiment of toe-wagging. If you try to wag one toe without moving the others, you discover that no amount of willing avails; you must let your thoughts range till they chance on the thought of the brain cells that move the toe-muscles. But Jack reminds us that "this is a tremendously big subject, a whole philosophy in itself for explaining memory, understanding, and reasoning," and we must not pursue it. We ask, like Bessy, "What do you mean by your Self," the Ego that wags your toes and pulls all the other strings of the puppet? And we are answered, the meaning depends upon the point of view. There are five Selves as regarded from the social, the practical, the intellectual, the ethical, and the philosophical plane. We fear we cannot echo Bessy's "That is quite clear."

Unemployment: a Social Study. By B. SEEROHM ROWNTREE and BENNA LASKER. (5s. net. Macmillan.)

This survey has been carried out with the same care and thoroughness that made Mr. Rowntree's "Poverty" a landmark in social reform. It suffers even more than his first study from the limited area to which his inquiry was confined, and lays itself open to the quip that it is the brick of Scholasticism offered as a sample of a house. If the manufacture with which Mr. Rowntree's name is associated were removed, the conditions of unemployment in York would be wholly changed. But this limitation affects only to a small extent the problem with which we are here concerned—the relation of unemployment to education. Mr. Rowntree's remedy, or rather palliative, for the evil is an organized system of School Care Committees working in connexion with the Advisory Committees on Juvenile Employment and the local Labour Exchanges, an admirable plan if only sufficient volunteer workers could be secured. The sad fact would still remain that there are more lads than there is work for, and we are driven to the conclusions of the Minority Report on the Poor Laws—a minimum leaving age of fifteen and compulsory continuation classes up to eighteen or nineteen.

The Home and the Child. By E. WALFORD MARTIN
(2s. 6d. G. Allen.)

Simple addresses to parents mainly on the upbringing of their children. They are undogmatic, and we could not determine from internal evidence to what denomination the author belongs. The chapter on "The Child's Religion," with its warnings against premature forcing by way of services, catechisms, collecting cards and such like, is particularly sensible. The pedagogics are not so satisfactory. For instance, the dictum that "as the instrument of punishment will be hated, no means must be used which we do not desire the child to hate" does not carry us far. It leads the author to the conclusion that the cane is a fitting instrument of punishment, with the caveat that it must be used discreetly and not as a practice.

Classic Myth and Legend. By A. R. HOPE MONCRIEFF.
(7s. 6d. net. Gresham Publishing Company.)

"Classic Myth and Legend" covers much the same ground as "Fifty-two Stories of Classic Heroes"—a composite work to which Mr. Hope Moncrieff contributed. In the earlier volume there was no attempt at uniformity of style or treatment. Some stories were free paraphrases of Homer, Virgil, and Ovid; others, following the example of Hawthorne's "Tanglewood Tales," were original fictions, for which the old myth served as a skeleton. There is no need to decide which is the better method. The wrath of Achilles must be treated otherwise than the late romance of Cupid and Psyche, and the tale of Procne must be bowdlerized almost past recognition to make it suitable for the young person. On the other hand, Mr. Moncrieff has covered the ground more thoroughly, and he tells his stories with even excellence. In the matter of illustrations, the new is infinitely better than the old. In place of the original designs of a comparatively unknown artist, we have illustrations, in colour and monochrome, taken from the pictures and statues of famous masters, old and new—the Zeus and Venus of Melos of the Louvre, the Cupid and Psyche of Canova, six of Lord Leighton's pictures, three of G. F. Watts, and others by Briton Rivière, Sir E. J. Poynter, Sir E. Burne-Jones. We think Mr. Moncrieff would have done better to plunge at once into the narrative without prologue. To discuss the origin and meaning of myth in a dozen pages is a hopeless task, and the impression that the young reader will gather from the introduction is "all that we know is nothing can be known." The Cosmogonies also are too much in the style of Lemprière. "The reign of Zeus was soon marked by civil war. . . . Fresh rebellion broke out under Typhon, . . . and henceforth the history of Olympus becomes rather a scandalous chronicle of despotism tempered by intrigues." "To Homer Olympus furnished the most comic scenes in his story" will give the young reader a false notion of the "Iliad." Polymnia (better "Polyhymnia") does not mean "sublime hymn,"

and we dislike modernisms such as "the celibate nymph Daphne," "tender passages" between Diana and Orion. But these faults disappear when Mr. Moncrieff gets into his stride, and, as we said before, he has the rare knack of telling a story. The classical poems, among them Wordsworth's "Laodamia," are a welcome addition, and we could wish the number trebled.

- (1) *Isidori Etymologiarum sive Originum Libri xx.* Edited by W. M. LINDSAY. (2 vols., 10s. cloth, 9s. paper covers.)
(2) *Platonis Opera.* Tom. III, fasc. II. Edited by J. BURNET. (3s. 6d. paper, 4s. cloth.)

We have here two books included in the "Bibliotheca Oxoniensis" (Clarendon Press). (1) Isidore was created Bishop of Seville about the beginning of the seventh century, and he held the see for some forty years. His works have significance for the light that they cast on a period which is otherwise dimly illumined. Yet his statements are often grotesque enough. He argues somewhere for an affinity of Scythae and Getae from the fact that, one letter taken away, another changed, the names can be made practically identical; and he believed that the Goths sprang from Magog, a son of Japheth, the Spaniards and Italians from Magog's brother Tubal. Nevertheless, in the "Dark Age" he was a much-quoted authority. The "Etymologiae," now skilfully edited by Prof. Lindsay, who finds there to be three archetypes and no more, are interesting if only because they show the state of classical learning in Spain at the time when Isidore wrote. But they aim at more than that: they would present all science in a sort of encyclopaedic summary. From the science we shall not learn much now; but it is pleasant to dally awhile with the etymologies, which are, although the Bishop knew it not, a terrible admonition against guessing. He teaches, for example, that *cuniculi* is for *caniculi*, and that rabbits were so called because they were hunted with dogs; *venenum*, (from *venenosum*, and connected with *Venus*; originally, then, a love potion) he derives from *vena*, the name being justified in that poison goes through the veins. But Isidore is not the only man that has propounded foolish etymologies, and we owe him thanks for transmitting to us much curious old-world lore.

(2) The preface to Prof. Burnet's Plato, Tom iii, "Tetralogias V-VII continens," is dated 1903. The present part-volume (undated) is, if we may trust our hasty collation, a reissue in a separate form of the sixth tetralogy ("Euthydemus," "Protagoras," "Gorgias," and "Meno") as then printed. At least it would seem that matter which has appeared since 1903 has not been taken into account. If Gifford's conjectures, "Euthydemus," 271. c. 7, καὶ δὲ for καὶ δ, and 286. e. 7, εὐ δ' ἐκέλευε, might have been ignored, Radermacher's σύν γε νῦν for συγγεῶν (*Rheinisches Museum*, LXV, 472) in "Meno," 91. c., would surely have been mentioned by an editor free to notice it. But Prof. Burnet's work on Plato is so good that we should have no heart to chide him for small omissions, even if he deserved it. The publication of these four dialogues in a detached form is a boon to students.

Translations from Heine and Goethe. By PHILIP G. L. WEBB. (A. C. Fifield.)

Heine is like the lady in Aristophanes who had many wooers, but whose favours few enjoyed. His poems fall under three categories, the untranslatable, the translatable, and those not worth translating. In the first class we put such lyrics as "Du bist wie eine Blume" and "The Pine and the Palm Tree"; in the second, "The Pilgrimage to Kevlaar" and many of the ballads. Both classes are represented in this small volume, and of the "Pilgrimage" we have a wholly satisfactory version. If, however, there was a censorship of translations, or if only each translator, before he published, would examine what his predecessors have accomplished, the effect would be something like a coal strike. In the present instance "The Pilgrimage" has been as well, if not better, rendered by Miss Stretton, and the same criticism applies to the second section, "Mountain Idylls," translated some years ago in *Macmillan's Magazine*. This objection does not apply to the last poem in the volume, "The Poet Firdusi," and here the first unrimed canto is distinctly good. The other two show stress of rime, and are marred by grave faults of taste and some positive blunders. Heine: "By the double sense of what he said and the greater deceit of what he left unsaid." Webb:

"Using words of double sense,
Saying nought deceitfully."

"Lord Mahomet has eaten his fill,
He looks about him with right good will.
In the garden by twilight, on cushions of gold
He sits by a fountain which plashes cold."

The German is "in happy mood" and "on a cushion of purple." We have "water pots" to rime with "leopard skins with mighty spots," "drinks of all kinds, bitter and sweet," to rime with "potted meat." Worst of all is the ending—

"But out of Thur at the same moment
A mourning procession passed and went,
At the opposite end through the eastern door,
And the dead Firdusi to burial bore."

Had the piece been set for competition we wager we should have got a score of better versions than this. Here is one at random:

Through the eastern gate, at the town's far end,
Another train in silence wend.
No trumpets blare, no banners wave.
It bore Firdusi to his grave.

Deux Contes. Par JOSEPH MÉRÉ. Adapted and edited by T. R. N. CROFTS. (1s. Clarendon Press.)

Méré's two short stories, a Scotch botanist treed by a crocodile and an incident in the siege of Constantine are well suited to attract the British boy. We need not repeat the method on which the "Oxford Junior French Series" is edited. It is well carried out by Mr. Crofts in this volume, but he does not give either in notes or vocabulary all the help required. In "Après Constantine" "grande comme sa mère impériale" wants a note; "circumstance" does not render *la circonstance*; *pays*, "countryman," is not given; *les trois sauts* and *le coup de quinze* need notes.

"Siepmann's French Series for Rapid Reading."—*Bataille des Dames.* Par E. SCRIBE et E. LEGOUÉ. (1s. Macmillan.)

We need only note the appearance of this popular comedy in Mr. Siepmann's series and explain to teachers that for "rapid reading" all possible difficulties of vocabulary and translation are given under "Words and Phrases." The phrases of this play are correctly and idiomatically rendered.

Through Evolution to the Living God. By the Rev. J. R. COHU. (3s. 6d. net. J. Parker.)

In previous volumes Mr. Cohu has given us studies on the Bible as seen in the light of modern science, and now, passing from the particular to the general, he adumbrates a Natural Theology, which is a reconciliation of religion and science. All answers to the Riddle of the Universe must needs be partial and provisional, and our first impulse is to class this with attempts to square the circle or discover perpetual motion. But, as was said of old, if there is no such thing as philosophy, we must still philosophize; so, however sceptical we may be, we are bound to give the theologian a hearing, provided he can first convince us of his competence and of his honesty. Of both qualifications Mr. Cohu furnishes abundant proof. He is a convinced evolutionist, and has studied not only what we may call the Right Centre, Darwin, Wallace, and Weismann, but the Extremists on both sides, Romanes and Hæckel. And he shows his honesty by revealing his own phases of faith. Bred in a narrow Evangelical school, he was led by the writings of Herbert Spencer to abandon his early creed, and emerged "a fairly reasonable Agnostic, but unsatisfied." Clinging to the one clue left him, Spencer's "unknowable Power behind phenomena," he was brought back, under the guidance of T. H. Green, to his old belief in the God-Man, the doctrine of an immanent Deity, purged of the accumulated dross of scholasticism and ecclesiasticism. Here we must be content to leave the author with his readers, having shown, we hope, that he is well worth reading.

Thomas Carlyle: a Study of his Literary Apprenticeship, 1814-1831. By WILLIAM SAVAGE JOHNSON. (4s. 6d. net. Frowde.)

The book is founded on a course of lectures delivered in Yale University on Carlyle, in which "Sartor Resartus" was used as a textbook; but the author has been well advised in obliterating all traces of the lecture form. He finds that as early as 1831—the year of "Characteristics"—Carlyle's creed, spiritual, social and literary, was evolved and fixed, and that his work for the remaining thirty-five years of his life was but a restatement in divers forms of the same doctrines. The lectures, then, were an attempt to trace the origin and development of his philosophy in his earlier works. Thus we find in the "Critical Essays," more clearly stated than elsewhere, the central philosophic doctrine of the reality of spirit and the inanity of the material world, as well as the ethical doctrine of *Entsagung*. The analysis shows great literary skill, and good use has been made of the posthumous autobiographical novel, "Wotton Reinfred," an esoteric writing in every sense of the word. Mr. Johnson is expository, not critical; he emphasizes what is admirable in Carlyle, but does not attempt to whitewash or palliate his imperfections. Perhaps something more might have been said of his failure as a historian and as a social reformer, and his style deserved a chapter to itself.

In Praise of Oxford: an Anthology in Prose and Verse.

Vol. II: *Life and Manners.* Compiled by THOMAS SECOMBE and H. SPENCER SCOTT. (6s. net. Constable.)

The first volume dealt with the topography and history of Oxford. The second, dealing with the life, manners, and customs

of the University, is compiled with equal learning and literary taste, and will attract a far wider circle of readers, the many who care nothing for archæology, but love all *biographia literaria*. The extracts from Gibbon, Charles Lamb, Boswell's "Johnson," Hogg's "Shelley" will be familiar to most; but Hearne and Anthony Wood are more talked of than read. Not only have obvious sources—reminiscences, autobiographies, lives—been tapped and tasted, but we have telling extracts from novels, ranging from "Tom Brown at Oxford" to Mr. Calderon's "Downy V. Green." For instance, there is a delightful piece of fooling from Theodore Hook's "Peter Priggs," a work of which we had never heard; and one of the best thumb-nail portraits of Jowett ever drawn, from Julian Sturgis's "Stephen Calinari." We wonder, by the way, that Mr. Mallock's "New Republic" has not been drawn upon. We must not begin "sampling," or we should never end; but here is one story (slightly curtailed) new to us, told by Mr. Denison, who was proctor in 1832. Dr. Jenkyns, the Master of Balliol, was just sitting down to dinner. He asked, "What is all this disturbance outside?" "Master, it is a great fight—town and gown; and they say that Mr. Denison of Oriel is killed." "Give me my academicals and open the street door." He was warned of the danger, but insisted. He stood on the doorstep, and had just begun, "My deluded friends," when he was doubled up by a big stone, and fell back into the arms of his servants, crying "Close the door." It was said at the time that Dean Buckland asked him for the stone in order to discover from what quarry it had come, and so help to identify the thrower. On page 583 there is a corrupt version of a famous Oxford limerick:

"I am the Dean, this Mrs. Liddel (*sic*),
She plays the first, I second, fiddle;
She is the Broad, I am the High,
We are the University."

The true reading is—

"I am the Dean of Christ Church, Sir;
This is my wife, look well at her."

We should like to identify "The City of Dreams," a striking poem here given anonymously. There is plenty of material left for a third volume, Oxford Literary, and the editors hint that some such addition is contemplated.

Isocrates: Cyprian Orations. Edited by E. S. FORSTER.
(3s. 6d. Clarendon Press.)

The three "Cyprian Orations" of Isocrates ("Evagoras," "Ad Nicoclem," and "Nicocles aut Cypri") have been edited by Mr. Forster, Lecturer in Greek in the University of Sheffield, to provide a reading book easier than Thucydides and harder than Xenophon. Whatever the mark at which he aimed, an Upper Fifth Form may be taken as representing that which he hits. The matter of the pieces is not of high interest. On the other hand, the Greek is elegant and flows smoothly. The editor's notes contain much matter that will be instructive to young students; but his work is not free from blemishes. In the analysis of "Evagoras," 5-7, it is misleading to put for *τοῦτων δ' αἰτίος ὁ φθόνος* "this feeling is due to jealousy," for *τοῦτων* means "of the fact that eulogies are posthumous instead of contemporaneous with their objects." In "Evagoras," 21, does not the rendering of *ἐξ ὧν μεζύωνος ἂν φανεῖν γεγονώς ἢ κατ' ἀνθρώπων*, "judging from which his birth would appear to have something superhuman about it," offend against a well known rule? *Ib.* 28, we doubt whether *λαβὼν ταύτην ἀφορμὴν* is "taking this as his principle"; we understand "having got the position of an injured man to start from." It was an oversight on the part of Mr. H. Clarke to say that *ταύτην* is explained by *ἀμύνεσθαι καὶ μὴ προτέρους ὑπάρχειν*. In spite of some flaws Mr. Forster's book has one conspicuous merit: he would raise us from the dull mists of word-for-word translation to the clear air of literary English.

Tennyson's Guinevere, and other Poems. Illustrated by FLORENCE HARRISON. (12s. 6d. net. Blackie.)

This splendid quarto which, had it been published last Christmas, we should have pronounced the colour book of 1911, prompted us to take down from a dusty shelf the illustrated edition of Tennyson published by Moxon in 1857. The most distinguished artists of the day—Millais, Rossetti, Stanfield, MacIise—were enlisted, and put into it some of their best work. The illustrations are all in black and white, and it would be misleading and unfair to compare them with those of Miss Harrison, half of which are in colour; but it is no reflection on the great painters of a past generation to say that the mid-Victorian volume seems out of date, faint, feeble, and washy compared with Messrs. Blackie's edition. It is the art of illustration that has made such gigantic strides in the intervening half century. Miss Harrison herself has advanced since she illustrated the Poems of Christina Rossetti. Then she caught, it is true,

the very spirit of the poetess, but, as the poems are all in monotone, so there was unavoidably some monotony in the illustrations. In Tennyson Miss Harrison has found a far wider field, and, though she chooses what may be called the Pre-Raphaelite strain in Tennyson, yet she rises to the occasion, and is, on the whole, a worthy interpreter of the poet. When there are so many hits and so few misses, it is hard to pick and choose, but the pictures that have pleased us most are Helen of Troy and Iphigenia in "The Dream of Fair Women," the Lady of Shalott, the boy in a boat in "The Arabian Nights," and Night with Sleep in his arms. Among the misses—or, we would rather say, the outers—we should name Godiva (the nude figure is too long, and awkwardly broken by the tablecloth) and Maud (we see first the crinoline and then the face).

Lyrical Forms in English. By NORMAN HEPPLE.
(3s. net. Cambridge University Press.)

This is not, as the title might lead one to suppose, a treatise on metre, but an anthology selected with the object of illustrating and exemplifying the various genera of English lyrics. It falls accordingly into five sections: Song-lyric, Sonnet, Ode, Idyll, and Elegy. The classification is obviously artificial, by no means exhaustive, and entailing cross-divisions. The ballad, a distinct form of lyric, is omitted, and "Thyrsis" is an ode and an elegy in one. Again, the structural scheme of the lyrics in general here propounded—motive, thoughts arising from the motive, intellectual conclusion—is suggestive and helpful, but it would be impossible to stretch a quarter of these specimen lyrics on such a Procrustean bed. It is easy to pick holes, but, in spite of imperfections, we can assure teachers that they will find in this original selection good material and apparatus for the study of lyrical poetry. With few exceptions, which it would be invidious to specify, as the authors are alive, we can endorse the statement that in no case has poetry of inferior merit been admitted. The one name conspicuously absent is George Meredith, and the short poems of Browning (Longfellow is allowed four) give no notion of Browning's lyric powers. It is curious to note how doctors differ. Mr. Hepple holds that the Elizabethan song-lyrics are unrivalled in the world's literature; Prof. G. Murray, in a recent lecture to the English Association, maintained that to find in English anything that could rival the music of a Greek chorus we must wait till the age of Shelley. To maintain his thesis Mr. Hepple might have chosen a more characteristic specimen of Campion. One pin-prick in conclusion. An Editor who has collated the best authoritative texts should not have admitted in Gray's Elegy "the lowing herd winds."

Fore and Aft: the Story of the Fore-and-aft Rig from the Earliest Times to the Present Day. By E. KEBLE CHATTERTON. (Seeley.)

This handsome volume is a complement to the author's "Sailing Ships and their Story," where the subject was only glanced at in passing. A monograph of 350 pages on one form of rig can appeal only to yachtsmen and other sailors, but the story is told with such a zest that even a land-lubber catches something of the author's enthusiasm and will enjoy the narrative of the two "Marys," the yacht which Charles II brought with him from Holland at his restoration, and the second built on the Thames from the Dutch model. A reference to Hexham's Dutch Dictionary, 1638, settles the derivation of the word, which the author leaves an open question: "*lucht* or *see-roovers schip*, a pinnace or private ship." The artist friend who accompanied Mr. Chatterton on his Dutch navigation has supplied numerous first-rate illustrations. If we may be allowed to hint a fault, we wish Mr. Chatterton were more careful with his English. "Starting out in a little fore-and-aft rigged yacht . . . the English shore was followed to the eastward. Armed with this knowledge, still further researches were undertaken." These are two sentences on consecutive pages and not exceptional lapses.

Cromwell's Army. By C. H. FIRTH. Second Edition.
Illustrated. (6s. Methuen.)

It is needless to dwell on the merits of this admirable work, which was first published ten years ago. It is a masterpiece of industry, order, and grasp, and gives the reader an insight into the conditions of warfare in the seventeenth century such as no other book affords. Very little alteration has been made in the text in this new edition, but a number of well chosen illustrations have been added to it. The subject needs pictorial treatment, and we could wish that the publishers had gone further in this direction, and given us a volume which would range with those of M. Paul Lacroix, or with the illustrated edition of Green's "Short History." However, we may be thankful for what is provided, especially for the reproductions from Jacob de Gheyn's "Exercise of Arms." It is as well to remind our readers that this is not a book for military students only. "In studying the history of the Great Rebellion, it became necessary for me to study

every side of it, the military history as much as the political or the religious history . . . How was it that the Parliament succeeded in creating an efficient army, while the King could not do so, and what was the secret of the efficiency of the new model?" This is Prof. Firth's account of the origin of the book. How civil and military matters were interwoven at that time is to be seen especially in the last chapter, "Politics in the Army." This deals not only with the relations of the Army to King and Parliament, but with the divisions in the Army itself. Manhood suffrage, equal electoral districts, biennial Parliaments, and single chamber government found sturdy advocates, while Cromwell and Ireton stood for conservatism and the rights of property.

Wimbledon Common. By WALTER JOHNSON. Illustrated. (5s. net. Fisher Unwin.)

In more than one recent article we have pointed out how geography, geology, and natural science can be profitably studied in the open air, even by scholars who live in London. As a guide for such field days the teacher could not have a better companion than Mr. Walter Johnson. With the help of friends he has studied Wimbledon Common in all its aspects—archæology, history, geology, and natural history—and there are excellent contour maps and plans.

Wordsworth and Coleridge: Lyrical Ballads, 1798. Edited by HAROLD LITTLEDALE. (2s. 6d. net. H. Frowde.)

This is an exact reprint of the first edition, except that the errata have been incorporated in the text. It is interesting to note that in "The Ancient Mariner" (l. 200) "oft darts the spectre-ship" was altered with a pen to "off" in all extant copies but three.

How to Learn English: A Reader for Foreigners. By ANNE PRIOR and ANNE L. RYAN. (2s. 6d. net. Macmillan.)

By "foreigners" are meant non-English emigrants to the States, and the "Reader" is adapted for evening schools. The vocabulary, of which the readings are composed, is well chosen, and includes the most necessary words of everyday life, but it would need to be edited before it could be used in England. Thus, the wife builds the fire in the stove from the coalhod, wishes groceries, goes to the store in a trolley-car, and is served with cookies by the clerk.

London County Council Conference of Teachers, 1912. *Report of Proceedings.* (1s. 6d. P. S. King.)

These Proceedings were duly chronicled in our February Supplement, and we need only remind our readers that they embrace matter of exceptional interest: Prof. Adams's Address on Formal Training, Sir James Crichton-Browne's on Backward Children, and various papers on Educational Experiments.

"The Cambridge County Geographies."—(1) *Carnarvonshire.* By J. E. LLOYD. (2) *The Isle of Man.* By the Rev. JOHN QUINE. (3) *Monmouthshire.* By HERBERT A. EVANS. (4) *East London.* By G. F. BOSWORTH. (5) *Oxfordshire.* By P. H. DITCHFIELD. (6) *Buckinghamshire.* By A. MORLEY DAVIES. (7) *Northamptonshire.* By M. W. BROWN. (8) *West London.* By G. F. BOSWORTH. (9) *Breconshire.* By CHRISTOPHER J. EVANS. (10) *Midlothian.* By ALEX. MCCALLUM.

These pleasant little volumes can hardly lay claim to the title of "Geographies," for the synthetic method characteristic of the geographer is almost entirely absent. The series forms, however, a very useful source of raw material for the teacher of local geography and history. Each volume has a double-page map, diagrams, and numerous illustrations. It is invidious to discriminate, but, as volumes of special interest from their subject-matter, we may mention "Oxfordshire" and "West London."

CHEMISTRY AND SCIENCE.

Outlines of General Chemistry. By WILHELM OSTWALD. Translated by W. W. TAYLOR, M.A., D.Sc. Third edition. (Pp. xvii, 596. 17s. net. Macmillan.)

This is a translation of the fourth German edition of Prof. Ostwald's well known work. The whole text has been revised and very largely rewritten, in the hope of rendering in a more readable form than characterized the earlier editions the difficult subject matter of such a work. By a division of each chapter into short paragraphs, upon which the attention is focused by suitable headlines, particular subjects and references have been made readily accessible. New chapters have been added, dealing with ions, radioactivity, and colloids, and a wonderful array of phenomena are adduced in support of the atomic hypothesis—notably from J. J. Thomson's researches on gas ions and recent work on the Brownian movement. The wide scope of the work will be understood from the titles of the seven parts into which the subject is divided. These are respectively, Matter, Stoichiometry, Chemical Thermodynamics, Electrochemistry, Microchemistry, Photochem-

istry, and Chemical Affinity; and all are treated with particular attention to the clear enunciation of fundamental principles, and with that remarkable philosophic insight which unifies all Prof. Ostwald's work. The section on Microchemistry deserves mention here. It deals with various apparently unconnected phenomena connected with suspensions, colloids, absorption, Brownian movements, &c. These are systematically treated, and it is shown that all are manifestations of surface energy, which, however, only becomes appreciable when microscopic dimensions are involved. In the same way the other divisions of the book are each characterized by the predominance of a particular form of energy—heat, electrical, radiant, and chemical. A valuable feature in the book lies in the simplicity of the mathematical treatment, which is nowhere here so much in evidence as in the majority of similar textbooks. Much is gained owing to this; for although mathematical treatment may be necessary in arriving at exact notions, yet the more complex processes of chemistry are so obscure that qualitative ideas are, after all, better than quantitative values, which may be based on quite inaccurate premises. Ostwald is amongst the most lucid of scientific writers, and not the least important service which this volume will render will be to encourage a chemical, rather than a mathematical, temperament. The translation is excellent, and, while a few of the illustrations are weak, the work is, on the whole, an admirable publication, and will prove an invaluable addition to the library of the chemist and physicist.

A Treatise on Chemistry. By the Rt. Hon. Sir H. E. ROSCOE and C. SCHORLEMMER. Vol. I.: *The Non-metallic Elements.* Fourth Edition. (1p. xii, 955. 21s. net. Macmillan.)

Another edition of the first of the familiar brown-backed volumes which make up this great work has appeared, and we are glad to find that in six years the last edition has been exhausted. The volume commences with an historical introduction which is very interesting. The general principles of chemistry are next treated, leaving the remaining and greater part of the volume for the non-metallic elements. These are described very fully, but the matter never becomes uninteresting, as constant attention is paid to the economic and historic sides of the subject, and the natural history of the various substances is not forgotten. There is great scope for a development of the latter point of view in works on chemistry, particularly since Clarke's great work on geo-chemistry appeared. In this connexion, it should be pointed out that Clarke's work on the composition of the earth's crust is not mentioned where this question is treated on page 58. Of special value is the accurate series of descriptions of important processes in technical chemistry, the illustrations attached to each being a model of clearness. The coal gas and sulphuric acid processes may be cited as examples which are excellently treated. In theoretical chemistry the work is well up to date. A systematic division of silicates under the chief acids of silica is given in the most modern form, a notable fact, since most books persist in ignoring the advances which have been made in the chemistry of silicates. The book is well bound and printed, though it could be improved by having the pages cut.

Science Progress in the Twentieth Century. No. 23. January 1912, (5s. net. Murray.)

We have before us a most interesting number of this useful quarterly. Sir Oliver Lodge contributes the first article, and discusses the problems which arise in battling confusion out of the conception of ether. He contends against the principle of relativity, and foretells that physicists will return again and interpret Nature in terms of the ether of space. The most recent advances in our knowledge of air currents are described by Dr. Shaw, and applied to the problems of aviation. The structure of the atmosphere, its currents and bores and whirlpools, and the minor details of variation, are illustrated by copious observations and maps. Line squalls and thunder squalls are found to be essentially unsafe, even for the most experienced airmen. There are two most fascinating studies of the origin of life. At the present time two doctrines hold the field—vitalism and biological determinism. Life offers two main questions—one for the chemist, another for the psychologist. Neither has an efficient reply to make; but the former is usually a determinist, the latter a vitalist. Natural history is represented in several papers. There is a delightful account of weeds from all sorts of points of view. Their impudent intrusion where they are not wanted, their extraordinary means of reproduction, their love for certain types of soil, are all described by an author who loves the outcasts he has studied. Prof. Farmer contributes the results of his inquiries into the mobile mechanisms of higher plants, and deals with three types in which the movement is due to protoplasmic changes, hygroscopic changes, and cohesion of water. Lieut.-Colonel Wood pleads for the animal life of Labrador, which he says is being recklessly and wantonly squandered in order to satisfy the selfish desires of a few people. He proposes a system of sanctuaries—wild "zoos" on large scales, where man is passive

and the rest of Nature free and active. There are also papers dealing with ozone and the corrosion of iron and other metals, and an article on "Mathematics and Chemistry," in which the author warns students against "the tendency to hide ignorance under the cover of a mathematical formula." The journal is composed of papers which are readable and interesting to the intelligent general reader, and yet are none the less useful to the scientific expert.

(1) *Practical Plant Physiology*. By F. KEEBLE. (2s. 6d. G. Bell.) (2) *Plant Physiology*. By B. M. DUGGUR. (7s. Macmillan.)

Plant physiology is one of the most important subjects in a scientific education, and one which is receiving more attention with each year as knowledge of its principles increases. No subject probably has received more study, or has been more changed, by the improved methods which have been introduced as a result of it. Mr. Keeble is concerned chiefly with the importance of individual study and experiment. He maintains that the science cannot be learned thoroughly merely by attending lectures and reading books. He therefore has built up a series of experiments which will lead the student logically to a knowledge of plant physiology, and at the same time train him to think and experiment for himself. No doubt in the past too much has been left to mere memory, and it is certain that no one who has really carried out the instructions contained in this book can fail to have a clear idea of the modes of plant life. He will further be incited to realize the connexion between plant and animal physiology. We should say that access to a laboratory would be essential to a proper study of this book, which otherwise would demand too great an amount of time for the construction of instruments. Mr. Duggur writes for the benefit of more advanced students, who must possess a good deal of elementary knowledge of the subject if they are to benefit by it. At the same time the whole work bears a much closer relation to practical agriculture than Mr. Keeble's, and is intended evidently for students who mean to take up work at an agricultural college or to experiment scientifically with farm crops. The chapters on Mineral Nutrients and on Deleterious Agents are especially good in this respect, as also are those on the relations of light, heat, and heredity to plant growth. The figures and diagrams are excellent, and ample to illustrate the text, but some of the tables of statistics are not sufficiently explicit, notably those on pages 124 and 264. Then, again, in certain instances the conclusions arrived at seem hardly to be borne out by practice, as, for example, the paragraph on fertilizers in direct contact with the seed. The book forms part of the Rural Text-book Series, all of which are well executed. The fact that Mr. Duggur has relied on American statistics to illustrate his thesis does not invalidate the value of the work to any great extent for English readers.

The Young Ornithologist. By W. PERCIVAL WESTELL. (5s. Methuen.)

There is no lack of books on birds, but Mr. Westell has made a new departure by grouping common British birds according to habitat—the garden, the country lane, the woodland, and so forth. This classification is somewhat arbitrary and leads to cross division, but it is most helpful for the young naturalist, and will show him where to look for birds and their nests and what he may expect to find. Mr. Westell gossips pleasantly and with full knowledge about birds and their ways, and the young ornithologist will not carp at a few split infinitives and slips in English (such as calling "titbits for tits" a bull), and the illustrations, mainly from photographs, are good. The volume is enriched by a chapter of practical hints by Mr. A. R. Horwood, of the Leicester Museum.

Senior Electricity and Magnetism. By R. H. JUDE and J. SATTERLY. (5s. Clive.)

The well known "School Magnetism and Electricity" written by Dr. Jude has been used by Dr. Satterly as the framework of the volume now under notice, which is one of a series designed to meet the requirements of the Cambridge Senior Local Examinations. The very thorough treatment of static electrical phenomena from the standpoint of potential is still the outstanding feature of the book, and the chief alterations consist in the greater prominence given to laboratory work with simple apparatus and in the exclusion of some of the harder parts of the old book. Although the old-fashioned frictional machine is still useful from an academic standpoint, we think that one of the two spaces given to the blocks representing it might, with great advantage, have been assigned to the Wimshurst machine, and that a short description of this useful instrument should have been given. Is it not rather unfortunate to have chosen the silver molecules as a typical di-atomic molecule (page 293)? The difficulty of deciding on the number of atoms which the molecule of a given metal contains is well known to be very great except in a very few cases. We can recommend the book as efficient and trustworthy.

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The College also prepares a limited number of students for the Higher Certificate of the National Froebel Union.

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Private Tuition may be obtained in subjects for London University, Oxford Responsions, Cambridge Previous, City and Guilds Entrance, Hospital and University Scholarships, Legal Prelim., College of Preceptors (Medical Prelim.), and other Exams. during the Summer Months.

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For Forms of Entry and further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

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Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1912, and to read for a Degree in Arts or Science to be approved by the Council.

For Calendar and further particulars as to Scholarships, apply to the Secretary, Miss S. M. SMITH, Westfield College, Finchley Road, N.W.

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THE Trustees of the Mary Anne Ewart Trust Fund invite applications from past or present members of Newnham College for a TRAVELLING SCHOLARSHIP of £150, for purposes of study, to be awarded June, 1912.

Applications must be sent, not later than June 10, to Miss CROUCH, Newnham College, from whom all particulars can be obtained.

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Howell's School, Denbigh.

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The value of these Scholarships is such as to reduce all expenses for boarding and tuition fees to £20 and £30 respectively.

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Denbigh, May 7th, 1912.

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For particulars apply to the PRINCIPAL, the WARDEN, or at the College, Salusbury Road, Brondesbury, London, N.W.

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LAURENCE GOMME,
Clerk of the London County Council.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL.

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Application forms (T. 2/268) may be obtained from the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, London, W.C., and must be returned not later than Saturday, 25th May, 1912.

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Education Offices,
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1st May, 1912.

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OCCASIONAL NOTES.

SO far as concerns schools in receipt of Government grants, the provision of a pension scheme is virtually secured by the promise of the Chancellor of the Exchequer given to a deputation of secondary teachers early last month. Mr. Lloyd-George is not yet certain that he can see his way to include private and proprietary schools. The proposal to which the Chancellor promised the support of the Treasury is that teachers should pay £7 a year towards the purchase of an annuity and that the State should add £1 to the annuity for each year of recorded service. After thirty-five years' service it is expected that a teacher would secure a pension of at least £100. Mr. Acland put it at £114. This is good news, and the thanks of all teachers are due no less to the hard work and persistence of the Pensions Committee than to the Chancellor and Mr. Acland. The Teachers' Scheme has yet to be approved, but the Government stands pledged to add £1 per annum for each year of recorded service. Primary teachers are still a step in advance with a definite promise of an additional £200,000 towards pensions. They have fully merited it, and we congratulate them on the attainment of a boon too long deferred.

MR. MARSHALL JACKMAN writes to the *Morning Post* to remove misconceptions regarding the attitude of the N.U.T. towards the Holmes Circular and the Royal Commission on Civil Service Appointments. The N.U.T., he assures us, is fully alive to the advantages of a public-school and University education. It would not bar candidates with such antecedents; all it asks is that

every one should "start at scratch." It is with the Inspectorate that Mr. Jackman is mainly concerned, and we are heartily with him in his demand that experience of teaching in the schools to be inspected should be a determining qualification (we would go farther, and make it indispensable); but it seems to us absurd to ask that in making his selection the President of the Board shall take no account of University Honours, and that is the only meaning we can attach to "starting at scratch." Again, it would be almost as absurd to quarrel with the present Cabinet as with this Royal Commission because the majority of the members have been at some public school or at Oxford or Cambridge.

SIR WILLIAM ANSON'S contribution to the discussion of the Bill for abolishing "half-time" was amazing for an ex-Minister of education. He argued against the Bill and expressed views in favour of combining school work with paid industrial employment. He thought that an employment which aroused the intelligence of the child and brought out his character might be of greater educational value than the routine instruction given in school. Sir William needs to think the matter out and clear his mind. If the paid industrial employment is such as will develop the character and the intelligence, and if school work is mere routine instruction, then we find no difficulty in agreeing with the proposition put forward by Sir William. But these epithets beg the question entirely, and tend to confuse clear thinking on the subject.

WE have often stated our view that in the past the education given in the public elementary schools, as ordered by the Code, has been too bookish. Manual activity is a necessary part of education. Such a combination we now have in most schools. Therefore it is not correct to speak of this education as an unintelligent routine. On the other hand, the so-called practical training that is got by "half-timers" is in reality soulless, monotonous, deadening, and unintelligent. Setting boys to work for hours a day at one simple task demanding the minimum of intelligence is not the way to develop them. We must have the manual instruction given in a school where it is based on intelligence and not in a cotton mill where it is based on economy of production. The unanimous opinion of those who have to deal with "half-timers" in schools or institutes is that they are markedly less intelligent than those who continue their school course uninterruptedly. In spite of the opposition of some parents and mill-owners, and of Sir William Anson, the Bill has passed its second reading.

THE Conference on Diet in Schools, on which we report more fully in another column, has been productive of much good, because it has directed attention to a matter of great importance; but it cannot be maintained that the scientists have a generally accepted body of knowledge to put before the educational public. Give the growing boy or girl, with a good appetite, plenty of wholesome and properly prepared food, and the system absorbs what it needs, and healthy growth follows. It may be admitted that, partly from ignorance and partly from indifference, the food cooked in the kitchen of a boarding-school for boys is not always appetizing or suit-

ably prepared; it may also be admitted that the food taken between meals is generally unwholesome, and ought always to be a superfluity of naughtiness. These, however, are matters easy of remedy; if the diet is suitable, the tuck shop will languish. The real point is appetite. The main question for the managers of boarding houses is how to secure that the pupils shall come to their meals with a healthy appetite.

SIR PHILIP MAGNUS chose as the subject of his presidential address to the Secondary Schools Association the relations between elementary and secondary education. He pronounced the attempt of the Board of Education to bridge the gulf between the two by means of free places crude and unsatisfactory, and regretted that there was no prospect this session of amendment by way of legislation. Drastic changes were needed in the curriculum of both classes of schools. In the debate on the Employment of Children Bill, it was argued on the one side that the removal of children from school before the age of fourteen was indefensible, and, on the other, that the practical training they received in field or factory was a real factor in education. There was truth in both views, and the way to reconcile them was to give this practical training in school. A similar reform was needed in secondary education, and might be effected by the establishment of a sufficient number of higher elementary and modern schools.

THE remainder of the meeting was occupied with a discussion of the Insurance Act as it affected secondary teachers. Mr. Hankin complained of the needless division of the country into four, but their Committee hoped to surmount this difficulty by means of affiliated branches. The crux of the problem arose under Section 47 (payment during sickness). As things at present stood, the Association of Assistant Masters held that Governors were legally bound to pay a full term's salary to a master incapacitated by illness. In this view they were supported by high legal opinion, and they were prepared to test it in a Court of Law. There was a danger that the friendly feeling that now prevailed between Governors and masters would disappear when sick maintenance became a legal obligation. Under Section 47, Sub-section 1, the employer made himself responsible for six weeks' full pay during sickness, and he advised teachers to avail themselves of this provision. Mr. Somerville differed from his colleague, and preferred that Governors should pay salary during illness. The object of teachers had been to obtain the greatest amount of State aid compatible with the greatest amount of freedom. These could only be secured if salaries were paid by school authorities, and pensions jointly by the State and teachers; so only could teachers pass from school to school. Even when they had secured what the scheme aimed at, a retiring pension of £100 a year for men at sixty, and of £60 for women at fifty-five, the pecuniary position of English teachers would bear no comparison to that of Prussian teachers, and much more must be done if the teaching profession was to hold its own against that of the Civil Service.

LATE last month was issued the long overdue Memorandum of the Board of Education on Modern Language Teaching. This, it need hardly be

Board of Education on Modern Languages.

stated, is not the pigeon-holed document composed by a classical member of the Board to which we have more than once referred, but the Report of a Special Committee of the Board, assisted by external advisers. We must defer consideration of it to next month, and can now only note that the Board concedes the point so strongly pressed upon it by the Modern Language Association—the recognition of a school which takes for foreign languages only French and German. The paper may be ordered as "Circular 797," price 3d.

LEARNED opinion often utters gibes at Local Authorities who are accused of caring more about their school buildings than about their teachers and of spending freely on bricks and mortar what they deny to the living agent, without whose work the buildings are useless. At the present moment Londoners are contemplating with some pride an expenditure of hundreds of thousands of pounds on a magnificent group of buildings to be the home of the University of London. Lord Haldane and others, who justly lay claim to represent the best brains of the nation, are concerned in the movement. If the Senate would issue widely a report showing what professorial chairs are endowed and to what extent, and what is the estimated professorial income from fees, it is possible that, while London is in a generous mood, a few crumbs might be found for the teachers also. It is a fine thing to lecture in a fine building; it is a fine thing, too, to lecture with a mind free from the carking cares of poverty.

THE Institute of Hygiene has installed a cinematograph—the first, we believe, in England that has been set up for purely scientific and educational purposes. From the United States we learn that Mr. Edison has devised and made trial of a series of films to cover an educational course of eight years in school. The rapid growth of the cinematograph as a means of amusement suggests a comparison. If we had devoted the science, skill, and money to education that has been devoted to the entertainment of the people, our schools would be very different places from what they are to-day. The fact is, of course, that our standards of value are mainly commercial. There is "money" in providing amusements: in education the profits that accrue are distant, and not always visible to a short-sighted people. So we grudge the expenditure of money on education and grumble at the education rate.

AT a conference of Christian Workers on the Care of Children, Mrs. Shorey said that legislation should be introduced compelling every girl to go into domestic service for a period whether she was to marry a tradesman or a working man. This is a typical utterance of those who want to legislate for others, and who believe that children's lives can be saved by Acts of Parliament. It is true that girls who have been in domestic service sometimes receive a training that helps them to become efficient housewives and mothers. But, if every girl is to take a period of domestic service as part of her educational course, we must have inspectors of houses and of mistresses. Mrs. Shorey would probably object to this. There would need to be a code of regulations for

Domestic Service.

the behaviour of mistresses to their servants. It would also be difficult in an Act of Parliament to state at what point in the social scale compulsory domestic service ceased to be enforced. Mrs. Shorey was probably not thinking of legislation for her own class.

DR. PRITCHARD'S paper to the Child Study Conference on "The Instruction of the Young in Sexual Hygiene" deserves careful study. Both doctors

**Sexual
Hygiene.**

and teachers are for the most part agreed that "the conspiracy of silence" must be broken down. The controversy centres round the question who is the best person to give the desired information. Dr. Pritchard distrusts the parent and would lay this duty on the teacher. That may be necessary at the moment. But there are two considerations to be borne in mind. In the first place, it often comes too late at school. The sheltered life is impossible: knowledge comes. If not given gradually and in a reverent manner, it comes from tainted and unhealthy sources. It often comes early with a distressing shock. When "the conspiracy of silence" has been broken down and mothers have themselves been educated in a proper view of this matter, then the mother will easily give the first indications of this knowledge, which will be as easily supplemented by the teacher from time to time as it is needed.

IN a paper contributed by Miss Charlotte Mason to the Conference of the Parents' National Educational Union at Winchester occurs the phrase: "Mark-hunger and knowledge-hunger cannot coexist."

"Mark-Hunger." Few thoughtful persons will dispute this dictum. Yet in our secondary schools we still see the most elaborate systems for giving, recording, and collecting marks. One may hear lessons in which all the energies of the teacher and pupils appear to be devoted to the accumulation of numerical marks as estimating the pupil's knowledge or intelligence. Each pupil must have an opportunity of answering the same number of questions; the questions must be of the same difficulty. Concentration on the subject in hand is prevented, and an entirely false value given to the lesson. It is curious that, so far as we know, the mark system is adopted in English secondary schools alone. Competition there may be, and ambition to excel. Tests are admissible. But constant hourly assigning of marks is an indefensible institution.

IT is a hard thing to persuade Englishmen to "scrap" anything that they have grown accustomed to. We take a pride in our anomalous system of spelling, and

**Reformed
Spelling.**

as far as concerns school life, we are inclined to think that valuable discipline results from the struggles of childhood to surmount the difficulties. As a nation we are Tories, and especially is this so in the matter of eyesight. What we are accustomed to see is right. A word has a certain form to the eye; in any other form it looks strange. Like the Levite of the parable, we want to pass by with averted eye. Yet the amount of effort that is put into learning our curious system of spelling might make a great difference in the national economy if it were directed into helpful channels. Prof. Gilbert Murray is President of the "Simplified Spelling Society"; Mr. Vice-Chancellor Sadler and Miss Burstall are vice-presidents, to mention a few only. These names are a

guarantee that the work of the Society is genuine, and not a mere fad. We wish it rapid progress.

LORD LYTTON presided at a meeting the other day convened to advocate the education of boys and girls in the same school. The sanest argument in favour of co-education in boarding schools is that by this means the best substitute is found for a natural healthy family life.

Co-education.

The segregation of either boys or girls in an educational institution from which the other sex is excluded has always seemed to us an unnatural and an unhealthy plan. This argument applies to boarding schools alone. In day schools the family life continues at home. But, while we advocate this extension of family life into the boarding school, we do not therefore conclude that identical curricula are suitable for boys and girls. There should be differentiation. At the same time, traditional differences are often without scientific basis. There is no essential reason why girls rather than boys should learn the piano, or boys rather than girls should learn Greek.

IN the action for slander, *Ivens v. Griffen and Another*, tried last month before Mr. Justice Lawrence, the special jury awarded £200 damages. The plaintiff, Miss

**A Libel Case
and its Moral.**

Ivens, kept a girls' boarding school at Swanley, and the defendants were the parents of one of her pupils. It appeared in the trial that the parents blindly accepted the grossly exaggerated complaints of their daughter as to the bad food and accommodation, and confided their tale of wrongs to all and sundry, including a porter at the Swanley Station. The judge, in summing up, observed that children who had regularly five meals a day could not well be starved, and that parents who paid half-a-crown a day for board and lodging and tuition could not expect the same food to be provided as if they were staying at the Ritz Hotel. The case suggests two morals—one obvious, one less so. Parents must take with many grains of salt their children's reports of school life. Secondly, if a parent cannot afford more than thirty guineas a year for his child's tuition and board, he would do well to keep her at home and send her to a public day school.

LOCAL AUTHORITIES.

OF all subjects that are included in the school life of a child to-day none is of greater importance at the present time than the subject of handicraft.

Handicraft.

The Education Committee of the London County Council have just issued a report of a Conference dealing with the teaching of handicraft in the London elementary schools. The Conference consisted almost entirely of teachers and inspectors in the subject. The report is valuable, and will be widely read. It is written with insight, knowledge, and restraint. In the kindergarten the value of using the muscles of the hand is fully recognized. In the higher standards of the upper schools there is "manual work" in most cases; but between these two little has been done to develop the activity of the brain and to strengthen the formation of character by actual constructive work with the hands. Educational theorists are at one with teachers; the problem is "how to do it."

THE terms of reference to the Conference are instructive. They

Points referred to the Conference.

are: "To consider and report as to the establishment of a complete and continuous scheme of handicraft which shall cover the whole period of school life and deal with (1) the necessity for a scheme linking up the kindergarten work with the existing handicraft schemes; (2) the desirability of adopting forms of handicraft training other than wood and metal for elder pupils; (3) the correlation of the proposed scheme with other subjects of the curriculum; (4) The desirability of giving to handicraft an industrial bias in particular cases, as distinct from a purely educational aim; (5) the training of instructors to give effect to the proposed scheme, and their relation to the general organization of the school." The idea underlying the terms of reference is that the curriculum of the modern school has left almost untouched the development of the motor activities of the child.

THE Conference recommend, and support by careful argument, "that handiwork of some kind form a part of the training of every child during the whole of its school life." No definite scheme is advised, because definite schemes tend to become formal and valueless. Accepting the principle, each school will work it out on its own lines. Children themselves "show strong instinctive tendencies to handle, construct, adapt, design, and illustrate, for purposes of their own. In this way Nature teaches." "There is a firm conviction among the teachers that this kind of work [handicraft] improves the mental capacity of the children." On the second point, the Conference recommends a variety of materials, other than wood and metal, such as "cardboard, clay, plasticine, paper, light woodwork material, raffia and cane, wire and strip metal." In dealing with such materials as clay there is no mention of the dangers involved, though these must not be overlooked. Such substances, if care is not taken, may become sources of infection.

ON the subject of correlation the Conference has decided views.

Correlation with other Subjects.

"We think that such subjects as mathematics, geography, science, history, art, and drama can receive much assistance from handwork." The Conference does not think it advisable for boys and girls to specialize in definite trades before the age of fourteen years. There is a full report on the subject of the instructors. It is pointed out that these must be properly trained and educated, and must rank with other members of the staff. It seems quite clear that the specialist teacher is becoming more and more of a necessity in elementary schools. Time was when a trained teacher could undertake all the subjects of the curriculum. But the number of subjects has increased, and it is impossible for a teacher to be equally proficient in all. But, on the other hand, it must be remembered that when proper provision is made in schools for developing the constructive instincts of children, and when this system is continued, as it will be, into the training colleges, the teacher of to-morrow will be much more of a "handyman" than the teacher of to-day.

FROM the report of the Staffordshire Education Committee we

Boot-making Discarded.

learn that the curriculum, dietary, and arrangements of the industrial school at Werrington have been "overhauled." Instruction in boot-making has been discontinued. It is said to be "not economical, and to lead to no occupation for boys on leaving the school." Shoe-making and mending is, no doubt, one of the many minor industries that have been superseded by machine work. Boots are now turned out in factories, and the factory hand does not need to know how to make a boot. The pride of craftsmanship is taken from him; he does but "mind" a machine. In place of this instruction the Committee have appointed a whole-time instructor in woodwork and also an instructor in metal-work.

THE Coal Mines Act of 1911 requires that every fireman, unless

Instruction for Firemen.

engaged in a mine in which inflammable gas is unknown, must pass an examination before the end of the present year. The Staffordshire Education Committee lost no time in making the necessary arrangements for the desired instruction. But they found that the provision for Mining Instruction already in existence in the county was so satisfactory that it has only been necessary to appoint in addition three part-time instructors and to purchase the apparatus necessary for the classes in South Staffordshire. And in North Staffordshire one whole-time instructor has been appointed by the county and county boroughs conjointly.

Vocational Bias.

that information had been collected from forty villages concerning the occupations of children who left the elementary schools in the years 1904 to 1908. "The facts revealed," continues the report, "make it desirable to consider how far the school curricula form a suitable preparation for the life of the children." A special Committee will be appointed to confer with teachers and inspectors and to draw up a report. The matter is a thorny one. We may express one hope, and that is, that the Committee will, in considering this matter, endeavour, as far as possible, to deal with it from the point of view of the lives of the children, and not from the point of view of their future employers. The life of the Strasburg goose is dealt with from the point of view of the purveyor of *foie gras*, and not from the standpoint of the goose itself.

THE Education Committee of the Leicestershire County Council

Ambulance Classes.

have established the following special conditions of aid to classes in ambulance or home-nursing. There must be not less than twenty students in each class; and the class must be organized as a part of an evening school, and so be able to earn a Government grant. The class must be examined by the St. John's Ambulance Association. The fee proposed for the lecturer must be approved by the County Committee. The students are required to provide all books and materials; their fees are not returnable. In the case of a recognized ambulance class the Committee will pay one guinea towards the remuneration of the Leader who conducts the practice class; and, in the case of a recognized home-nursing class, the Committee will pay the special teacher at the rate of 3s. an hour.

SCIENCE NOTES.

At the meeting of the Royal Astronomical Society on May 10,

Rotation of Uranus.

Prof. Lowell announced the discovery of the rotation period of Uranus, which had not been measured before. The result is in striking accordance with that of the other large planets, the day of Saturn being 10 hours 38 minutes, while Prof. Lowell gives 10½ hours for the day of Uranus. The year of Uranus is equivalent to eighty-four of our years and his orbit very nearly in the ecliptic.

IT is probable that the use of the cinematograph for educational

The Cinematograph.

purposes will be extended considerably before long, and county education committees are giving attention to the subject. Studies in the movements of microscopic animals and of plants are readily popularized by the projection of films, which reproduce (at a speed sometimes excessively multiplied) the history of an amoeba's breakfast or the opening of a bud. The extraordinary interest evolved in a youthful audience by a cinematograph show of any description suggests that teachers have paid too little attention to the pedagogic value of motion. The attractiveness of movement has, as a rule, been lessened by the absence of natural colour and sound. Advance is being made in supplying these deficiencies, as was illustrated by Prof. Stirling at one of the Friday evening discourses at the Royal Institution last month. The method followed was that of Gaumont, showing action synchronized with concomitant sounds.

THE Public Schools Science Masters' Association are making

Practical Chemistry Examinations.

inquiries into the efficiency of laboratory examinations, and some dissatisfaction with the methods of examiners in practical chemistry is disclosed. One complaint, which is rather frequent, relates to the standard of purity of the substances supplied by the examiners for analysis or for quantitative exercises. We venture to point out that it is the duty of examiners to inform themselves as to the impurities present in the materials thus supplied, and to carry out tests with samples taken from the examination room, so as to be able to gauge the results obtainable by such processes as are actually employed by the candidates. The examiners will then be in a position fairly to value the work. Perhaps it may be suggested that only pure materials should be used; but the suggestion is not likely to be made by those best acquainted with the manufacture of chemicals and with the meanings (the plural is intentional) assigned to the trade description "pure."

THE Education Committee of the Wilts County Council report

IMPROVEMENT in laboratory examinations depends upon a clear

**Laboratory Tests
in Physics.**

view as to their aim. It is wasteful to set as practical exercises questions which depend for their value upon such knowledge as could be evinced in the written examination. As a method of finding out whether the examinee has pursued a course of intelligent practical training, it seems desirable that the practical examination, especially in physics, should be described as a "laboratory test," and should require the performance of laboratory work in accordance with fairly full directions. This plan brings the examination into closer union with the ordinary classwork, and we can say from personal experience that the results are favourable. If this idea were more frequently adopted by examiners the results would be less uncertain, and the order of merit of the candidates would be somewhat nearer that which the teachers would assign from their experience.

THE warm, sunny spring has had a very beneficial effect on the hatching and rearing of young birds in the Zoological Gardens, and there are nestlings of great interest to be seen at the present time—the

young storks, for instance, affording a spectacle somewhat rare in this country. At the moment of writing a large and important addition is being made, the collection presented to the King from Nepal having just arrived.

THE Exhibition recently held by the School Nature Study Union at the London Day Training College was decidedly successful. The attendance of visitors was very large, and the interest shown in the

objects displayed was of a discerning character. A strong feature of the exhibition was that the greater part of the work was done by the children, and that it consisted mainly of steady, continuous, seasonal work, and not of showy items. The general effect was, nevertheless, very effective as a display; perhaps because this was not aimed at. Another noteworthy feature was the striking exhibit of Nature-study publications contributed by leading firms of publishers. We notice that books dealing with natural history are far more informative and useful than used to be the case. There can be no doubt that Nature study—if it become, as should be the case, increasingly scientific as the boy or girl progresses up the school—forms a better foundation for science than is given by premature attempts to generalize as to the "properties of matter." Apart from the moral and æsthetic value of the work, the science teacher has good reason to applaud the work done by the School Nature Study Union.

DIRECT MORAL TEACHING IN ITS PSYCHOLOGICAL ASPECT.

II.

OUR reflections, up to this point purely theoretical, will naturally prove unsatisfactory to the person who is face to face with the practical problems of moral education, and who is inclined to demand that the theorist shall make some useful contribution towards the solution of these. There seem to be two outstanding difficulties to be met by those connected with the practice of moral education—the question of the age at which direct moral instruction ought to begin and that of the best method for such instruction to follow. Those who have to deal with the arrangement of school time-tables must decide whether the lessons in morals are to occupy a separate place alongside other subjects or whether they can be made incidental to other parts of the curriculum. It seems to me that our theoretical considerations do help to throw light on these questions of age and of the time-table. Suppose we concentrate our attention in the first place on the problem of the method of instruction. Is moral teaching to be placed in the time-table alongside history, mathematics, and all the other subjects, or is it to have a more casual character, to be introduced incidentally through the opportunities afforded by other subjects and by school life in general? Our psychological treatment seems to suggest the latter solution.

Let us keep in mind what we mean by direct moral teaching. It is the communication of ideas about morality from teacher to taught, this being done without any attempt on the teacher's part to conceal his design. Now, that such ideas may be effective, it was pointed out that certain conditions must be fulfilled. In particular the ideas must be under-

standable and attractive, and capable of appealing to the feelings, of affecting the pupils in a particular way. Two facts must be emphasized in this connexion. In the first place, during most of school life, and especially at the earlier stages, abstract moral ideas are *not* interesting to the pupils. Early moral teaching must follow the concrete way. The power of judging must be built up gradually, as the result of a series of actual moral judgments pronounced on acts and people within the comprehension of the children. The capacity to discriminate rightly grows through actually discriminating, and the love for the good comes as the result of understanding and admiring particular good acts. The right attitude towards human conduct which is what our teaching aims at, is the result of an experience of definite examples of conduct by which our pupils have been moved, and which they have themselves comprehended and judged.

Now it is obvious from what has been said that, in concrete moral instruction, those moral situations and characters ought to be used which are most capable of appealing to the pupils, for these have the best chance of proving effective. Where are these to be found? Naturally within the experience of the taught, narrow though it may be. When we speak of their experience for our present purpose, we must limit ourselves to such experience as the teacher can be sure of their possessing, for we are dealing with the difficulties that arise in schools in particular, and not with the wider problems facing the parent. The child's experience, like all experience, has two aspects. There is the experience of his ordinary everyday life, and there is the experience of his imaginative life which carries him beyond the confines of his particular environment and of the happenings in it. Both these aspects of his life afford numerous examples of concrete moral situations, they bring him into touch with moral personalities, and afford opportunities for taking up the attitude of moral judgment. Moreover, those examples have a vividness, an intensity, a living interest, which none merely culled from the experience of others can have. These are real to him, and their influence depends on the intensity with which they are realized. We assume that the materials chosen from literature and history for the training of the child's imagination are chosen as being the most suitable for the purpose in view. That being so, it would seem that here, and in the child's actual life, we find also the best material for moral teaching, and that we need not have recourse to other examples invented for our particular purpose.

But does all this really lead to a solution of our difficulty? Those who advocate the inclusion of moral teaching as a special subject in the curriculum, with its own special text-books and hours of instruction, would go thus far with us; but it seems to me that, if they accept the principle underlying all this, their method is not only uneconomical, but directly disadvantageous. It is certainly not economical, for it adds a new subject to the already full time-table, and it steals away another part of the well filled school day. But it is directly disadvantageous also, inasmuch as it deprives those examples and illustrations of which it makes use, of their peculiar effectiveness, by taking them out of their setting and not using them at the time when they are most vividly and intensely realized. As seen through the mists of memory, the actual event loses much of its clearness and its personal importance. A boy cuts his finger, another arrives late, an appeal is made by the teacher for confession of a fault, and these little happenings cause a flutter in the schoolroom. They are interesting, they are events for the children, and the time of their occurrence, when they are actually realized, seems to be the best time for using them to point a moral. At the moment, the moral can, so to say, be seen issuing from the event, and there is less danger of the feeling of unreality or apartness arising with regard to the moral application. So also with the imaginative world. The story of the sturdy little David going forth to meet the giant Goliath is one that, well told, never fails to appeal to the imagination of children, and what proper child can fail to respond to the charm of the great King Alfred? It is always possible for a good teacher to hold a class enthralled by the exploits of

Cœur-de-Lion or the deeds of Arthur and his Knights. Older pupils love tales of travel and enterprise, and can be made to appreciate human achievement in spheres such as those of science or political life. Now all these things come within the scope of subjects already well established in the curriculum. They belong there, and it is there they have their reality. They have to be dealt with there. Why go over the same ground twice for two different purposes? Those conditions which favour imaginative vividness also favour effectiveness. Here, again, the proper moral attitude ought to be the natural accompaniment of the living through of the situation, not an after product to be developed through a subsequent utilization of the material.

At an earlier stage of this article I said that two facts had to be emphasized in connexion with the arrangement of the curriculum. The one of these was the necessity for concrete material, which was shown to be abundantly supplied by the ordinary incidents of school life, and which we hold ought to be utilized under the best conditions for effectiveness, such conditions not being realized when moral teaching is made a separate subject. The second fact of which I spoke is the following: some pupils all through, and the majority of pupils at the last stages of school life, show a tendency to adopt not the ideas suggested to them, but opposite or contrariant ideas, so that not the ideas suggested, but their opposites, tend to become effective. This attitude of suspicion or opposition appears in various forms, but in particular it tends to assert itself against the felt moral influence of the teacher. The teacher's attempts to expound his own moral ideas often stimulate the spirit of rebellion. In dealing with this tendency it is well that the teacher should, as far as possible, avoid the assertion of his own personal point of view. Exposition of moral ideas there must be, and of *his* moral ideas too, but the fact that they are his need not obtrude itself unnecessarily. It seems to me that, in set moral lessons, it must be more difficult to avoid such assertion than in incidental moral teaching; for, in the first case, the teacher starts with the obviously didactic purpose of driving home certain moral truths which the pupils cannot but feel to be very much matters of his own conviction. In the second case, he is again obviously didactic, but he can be so with a "sweet reasonableness," based on the fact that the moral can be shown to arise naturally out of the situation. The moral can be shown to be forced upon the teacher, as on his pupils, by the very nature of things. A teacher intends, let us say, to give a lesson on courage. Starting out with this intention, he naturally gives the impression that he wishes to give *his* idea of what courage is; but if, in the course of his ordinary instruction, he comes across historical examples such as those already mentioned, they at once offer themselves as a matter of course, so to speak, as illustrations of a virtue the understanding and appreciation of which he keeps in the background of his mind as an aim all through his instruction. His moral teaching in this way becomes directly connected with life as his pupils know it and is not something identified simply with him and with school work, and therefore not necessarily an expression of authority to be opposed.

Coming now to the other great practical problem, that of the age at which moral teaching is to begin, we can see that its solution is closely connected with our treatment of the preceding difficulty. So soon as we give up the attempt to include moral teaching as a separate subject in the curriculum, the age problem becomes simpler. How soon can a child take up the attitude of moral judgment? Well, moral judgment can, of course, appear in many forms before it reveals itself as the reasoned out judgments of the philosopher, and the child very early shows an elementary sense of right and wrong. Long before school age certainly, he can discriminate, and it is equally certain that before school age he is already capable of asking why certain things are as they are, why the doing of particular actions should be required of him, and why others are avoided and condemned. The demand for an explanation is already there, an explanation simple enough to be understood, but sufficient for his stage of mental development. He cannot understand general principles of

morality, it is true, but he gropes in his own way after some comprehension of that which people praise and blame as good and bad. So, from the very start of his school life, there is the demand for instruction as well as the suitable material to convey it. Moral theory in forms adapted to meet the minds and experience of the pupils goes hand in hand from the beginning with moral practice. The discussion of the forms of instruction suitable for the different stages would form material for a separate article and cannot be undertaken here. Suffice it to say that moral ideas are a gradual growth, and their effectiveness depends on the degree to which they are founded on actual personal experience and are not simply artificial creations. The supply provided by the teacher must adapt itself to the demand on the part of the pupil, meeting the demand when it appears, and following it through its varying forms.

J. E. ALDERSON, M.A.

JOTTINGS.

THE Health Conference and Exhibition, 1912, will be held at the Royal Horticultural Hall, Westminster, on June 24 to 27 inclusive. The Exhibition will be open each day from noon to 9 p.m. The program includes for each day a professional discussion in the afternoon and a popular lecture in the evening. Among the subjects of special interest to teachers are: "The Prevention of Deafness in Children" (Mr. Macleod Yearsley), "The Health of Girls" (Miss Florence Stacpoole), "The Necessity for further Manual Training in Public Elementary Schools" (Dr. C. B. Moss-Blundell), and "The Teaching of Practical Domestic Economy in Schools" (Dr. Banks Raffle). Further particulars will be supplied on application to the Secretary, National Health Society, 35 Ludgate Hill, E.C.

THE arrangements for the Second International Moral Education Congress, to be held at The Hague, August 22-27, are nearly complete. The preliminary list of papers to be read falls not far short of two hundred, and the subjects range from "The Gurukula System of Character Building," by Kalyandas Jekisondas Desai, to "L'influence des spectacles de la nature et de la fréquentation des jeunes filles sur la formation des jeunes hommes," by M. Hyacinthe Loison. Among English contributors we notice Sir R. Baden-Powell, Vice-Chancellor Sadler, and the Salvation Army. We may remind our readers that applications for membership must be addressed to Fred Charles, Esq., 22 Park Crescent, Finchley, N.

THE Summer Meeting of the Association of Assistant Mistresses will be held, by kind permission of the Council and Head Mistress, at the Queen's School, Chester, on Saturday, June 22.

AT the Summer Meeting of the English Association on June 21, at 5 p.m., King's College, Strand, Mr. H. J. Newbolt will deliver a lecture on "Poetry and Politics."

THE Association of Head Mistresses will hold its Annual Conference on Friday and Saturday, June 14 and 15, at St. Paul's Girls' School, Brook Green, Hammersmith. The President of the Association, Miss Douglas, will preside.

THE twenty-first Ambleside Summer Course in Nature Study, Art, and Educational Handwork will be held from July 22 to August 31, under the direction of Mr. Joseph Phillips. Application for entrance to classes or for board and residence should be addressed to the Secretary, Rothay Holme, Ambleside.

IN last year's competition in Jackson's System of Upright Handwriting, Seaham Harbour Church of England School has swept the board, carrying off not only the Challenge Shield offered by the publisher, but also the first and second prizes in Class A and the first prize in Class B. Will the Head Master reveal the secret of his success?

MR. J. W. LONGSDON has been appointed Editor of the *Educational Times* in place of Prof. Murison, resigned.

WE are glad to find the position that we have from the first taken up with respect to the Holmes Circular accepted and confirmed by an able contributor to "Schools and Scholars" in the *Morning Post*. "The Holmes Circular has evoked so much passion and intemperate denunciation that the voice of reason has been drowned beneath it all, and many who disagreed with its terms have been driven to defend its authors against the blind fury of the narrow-minded extremist. But, if the protagonists of the National Union of Teachers had based their protest on the ground that no one should be appointed to the inspectorate who had not had at least ten years' experience of actual teaching, of which some more than nominal portion should have been spent in schools of the same type as he will be appointed to inspect, their position would have been unassailable."

THERE was an important Society omitted from our "List of Educational Societies" in March issue. The Classical Association of Ireland, with 300 members; Mr. J. Thompson, M.A., 40 Harcourt Street, Dublin, is the Hon. Secretary, and the President for 1912 is Mr. L. C. Purser, M.A., Litt.D., F.T.C.D. The Association has a modest Annual Subscription of 5s., and no entrance fee.

"A. S. O." in the *Morning Post*, gives a series of compositions written by children of seven or eight upon the theme, "If I were King." The first two are a striking exhibition of the sheep and the goat. (1) "If I were a king I would try and make peace; that is to say, I would try and stop all the battles. I would also try and make every man take part in work, so that each would help the other." (2) "If I were king I should live in a palace and be Happy all my life. My name would be called Edwin William 1st. The palace would be could (*sic*) Ruckingham Palace."

SEVERAL correspondents have pointed out the inconsistency in including under "Safe Novels" one of which the plot was pronounced to be of doubtful morality. The reviewer admits the inconsistency, but he would urge that in the presentment of the story there is nothing sensual or depraving. Those who take a stricter view are forewarned, and few would be prepared to taboo the tale of Dido and Aeneas or of "The Statue and the Bust" (referred to as a parallel) because of the doubtful moral.

WE regret to record the death of Mr. Edward Pinches on May 17 in his seventy-fifth year. Mr. Pinches began life as a private-school master, like his father, but in 1866 he abandoned teaching and was called to the bar. For years he shared chambers with his brother-in-law, Sir Edward Clarke, but he never practised and all his energies were devoted to education, and in particular to the College of Preceptors. For nearly fifty years he was a member of the College, and for twenty-five years treasurer, succeeding his brother in that office. It was under his management that the Building Fund was accumulated and the present spacious tenement secured. He represented the College on the first Registration Council, where his legal knowledge and sound judgment were fully appreciated.

FURTHER elections have been made to the Registration Council: University of London, Sir Henry Miers; Training Colleges, Prof. John Adams; Head Masters' Conference, Dr. Gow; Incorporated Association of Head Masters, Dr. McClure; Incorporated Association of Assistant Masters, Mr. A. A. Somerville; Assistant Mistresses, Miss E. S. Lees, Clapham High School.

THE Society for the Promotion of Roman Studies held its Second Annual General Meeting on May 14. Prof. Haverfield, the President, reported that the Society was prospering numerically and financially. In the year 1911, 350 new members had been enrolled, and there was a balance of over £1,000 at the bank. Miss Gertrude Bell gave a brilliant lecture with lantern slides on the Parthian palace at Hatna that she has recently explored.

THE Imperial College of Science and Technology have issued the Report for the year ending August 1911. The governing body are emphatic against incorporation with the University of London, and ask that students who have satisfactorily completed the association courses, or have duly qualified themselves by research work, should obtain degrees without further examination. The number of students in the Departments of Mathematics and Mechanics was 65, and in that of Physics 259.

THE College of Preceptors some months ago presented a memorial to the London County Council praying that private school pupils be admissible to Council scholarships, and that these should be tenable at private schools. The Sub-Committee of the London Education Committee, to whom the question was referred, recommended that no school should be recognized for the attendance of scholarship holders unless it had been inspected and reported efficient either by the Board of Education or by a University. This recommendation was opposed by Mr. Bray as contravening the Council's previous decision that it was not desirable to send their scholars to any private school. The best schools would not accept county scholars, and it was only cheap and struggling schools that would be open to them. Further, they had no power themselves to test the efficiency of a private school. After some discussion the Chairman of the Sub-Committee agreed to take the Report back for further consideration.

THE Governors of the Brompton (Cumberland) County Secondary School have appointed Mr. Herbert William Cousins, M.Sc., Head Master of Alston Samuel King's School, to the post of Head Master. There were 150 applications.

THE Governors of the Workington (Cumberland) County Technical and Secondary School have appointed Miss Beatrice Caroline Deeks, B.A. London, Mathematics and Classics Mistress at Norwich Municipal Secondary School, to the post of First Assistant Mistress. There were forty-five applications.

AT the annual meeting of the Parents' National Education Union, Dr. David, of Rugby, gave an address on Educational Ideals. First came the teaching of English, and he allowed that at present boys left school unable to express themselves correctly and clearly in their native tongue. Next he regretted the lack of public spirit shown by public-school men in declining to serve as town councillors, and still more as Poor Law Guardians. Lastly, he raised a protest against cockering. "Boys come back to school with their trunks full of tonic wine, all of which at Rugby goes down the sink."

A PRACTICAL demonstration of Cinematography as applied to educational subjects will be given on Saturday, June 15, at 11 a.m. at Cinema House, 225 Oxford Street. It has been arranged by the proprietors of the *Bioscope*, and admission is free to teachers.

THE death of Sir George White removes one of the few surviving veterans of the struggle for national education. He was associated with the Birmingham Education League, which is well known in connexion with the Act of 1870, and began his active work in the administration of education in 1874 as a member of the Norwich School Board. Since that time his service has been unbroken. Though he was a passive resister, vigorous in his denunciation of the Act of 1902, and a champion of the Free Church standpoint, he was prepared to accept the compromises proposed in 1908. In Parliament he brought to the discussions on education an unusually wide knowledge and experience of his subject and great aptitude in marshalling his facts.

Now that starvation wages is all the cry, it is a consolation to learn from Mr. H. A. Roberts, of the Cambridge Appointments Board, that the average salary of graduate engineers engaged in teaching varies from £170 to £1,000, and averages £400.

THE resolutions passed by the London Teachers' Association on the education of mentally deficient children are on similar lines to the Bill introduced in the House of Commons by the Home Secretary. First and foremost, all measures should be made compulsory; secondly, all mentally deficient children should be registered, and such as are educable be taught in special schools provided by the Local Education Authority; thirdly, such children on leaving school should be subject to the jurisdiction of the Commissioners or Board of Control, who should be responsible for the provision of proper care and control.

IN view of the King's promised visit to Harrow, Speech Day this year has been changed from the immemorial Thursday to a Saturday, June 15.

SIMILE AND METAPHOR.

By AMY BARTER.

SIMILE and metaphor are generally polished off in two paragraphs at the end of the English grammar, and pupils in the literary lesson are occasionally asked to turn a metaphor into a simile; but these are the very life blood of a language and a systematic study of them is essential not only for the full appreciation of literature, but also for the act of composition. It is, therefore, worth while for the teacher occasionally to spend some small part of the literature lessons in the systematic examination of selected examples. Very simple pictorial figures relating to everyday subjects will be found most suitable for the early stages, and the greater number of these will be taken from prose works, though poetry will supply a few. A class that is reading one of Robert Louis Stevenson's essays—"Across the Plains," for example—will find that an excellent starting-point. Stevenson's similes are delightful—terse, and with a touch of unexpectedness about them which gives them a certain quaintness. "The line of railway stretched from horizon to horizon like a cue across a billiard board." "The Bass Rock tilted seaward like a doubtful bather." "Trailing one paddle in the water like a wounded duck." "Streets that glow with colour, like cathedral windows." Charles Lamb will supply others—for example, "That foul gap in the bottom shelf" (of his bookcase) "like a great eye-tooth knocked out"; or Dickens: "His head was so much more like a strongly spiked wall than a head of hair that the best players at leap-frog might have declined him as the most dangerous man in the world to go over." Suppose the teacher takes the first of these figures, and, asking for suggestions from the pupils, draws on the blackboard in coloured chalks a rough representation, first, of the cue and billiard board, then of the railway. The examination of these sketches and the discussion which they will provoke will serve to make the essential characteristic of a simile fairly clear to the class—namely, that it is a comparison between two things unlike in most respects, but having at least one striking point of resemblance. Also, they will be led to recognize that one use of the simile is to give additional clearness to a description. Three or four other similes should be given for illustration in a similar manner as homework, and these should be examined and discussed in a subsequent lesson.

The next step will be for the pupil to make a set of similes himself, forming them on the model of those examined in class. The teacher will, at first, give the subjects for which comparisons have to be found. This is the more convenient method for class teaching, as the examination and correction are easier than is the case when scholars are left free to choose the subjects for themselves. These first crude attempts ought to prove of the greatest interest to the teacher. The comparison of the different images suggested by the same objects to various minds ought to bring out individual characteristics in a striking manner. The criticism of these efforts will be made mainly through the graphic representation of them which each scholar should be prepared to show. The teacher will reproduce the most interesting of these on the blackboard and invite the comments of the class.

Materials for another lesson might be taken from such a group of similes as the following, the first three of which are taken from Bacon's "Essays":—"Suspensions among thoughts are like bats among birds; they ever fly by twilight." "Virtue is like a rich stone, best plain set." "If a man be compassionate towards the affliction of others, it shows that his heart is like the noble tree, that is wounded itself when it gives the balm." "Fancy plays like a squirrel in its circular prison, and is happy" (Ruskin). "A vague fear, like a raven flapping its slow wing across the sunny air" (George Eliot). "Sweet are the uses of adversity, which, like the toad, ugly and venomous, bears yet a precious jewel in its head" (Shakespeare). In these the scholar will

quickly recognize a different type of simile from those already given, for he will find that when he tries to put his impressions in the form of a picture, only one side of the comparison can be thus represented. Investigation will show that this is because the comparison is between an abstract conception and a concrete image. The scholar will have advanced one more step in the understanding of the uses to which language may be applied in the expression of thought.

The pictorial element in the third group of similes is still further reduced. Suppose the following be taken:—"You don't suppose that my remarks are like so many postage stamps—only to be uttered once" (Oliver Wendell Holmes). "His eloquence still went on plapping, like water from a cistern" (Thackeray). "Men fear death as children fear to go into the dark" (Bacon). "My days are swifter than a weaver's shuttle" (Job). "Yet a little sleep, a little slumber, a little folding of the hands to sleep; so shall thy poverty come as one that travelleth, and thy want as an armed man" (Proverbs). "His relation to his son was like an aching limb" (George Eliot). The concrete element in these similes can only be partially rendered in graphic form, since in each case the main idea of the comparison is connected with some sound, action, or feeling which, in drawing, can only be implied.

The transition to metaphors is naturally quite easy. The scholars will soon discover that metaphors are simply similes in which one side of the comparison is implied, not expressed. "Charity will hardly water the ground where it must first fill a pool." "All rising to great place is by a winding stair" (Bacon). "Colours are the smiles of Nature" (Leigh Hunt). "It's hard work to tell which is old Harry when everybody's got boots on." "Kind Providence furnishes the limpest personality with a little gum or starch in the form of habit" (George Eliot). "In this flat swamp of convalescence left by the ebb of sickness, yet far enough from the terra firma of established health" (Lamb). "These hues of gold and azure, that hush of world's expectation as day died were still a Hebrew speech for me; nevertheless I was looking at the fair illuminated letters and had an eye for their gilding" (Carlyle).

As the lessons proceed the scholars may be led to see the value of the simile and the metaphor in adding force, beauty, or clearness to the sentiment expressed, and in heightening the impression of pathos, humour, mirth, reverence, &c., which it is intended to convey. They will come to their reading with an increased capacity for appreciation and enjoyment, and with some realization of the close attention which it is necessary to give to a really good piece of prose or poetry in order to obtain from it all that it can yield.

The tendency of such lessons as those suggested will not, as some teachers might fear, be to encourage the scholars in the attempt to produce high-flown poetical phrases in their composition. It will operate rather in the opposite direction. If boys and girls can be led to realize justness, appropriateness, and purpose as qualities which all good similes must possess, they will realize also that care and pains must go to the making of them. Again, the extreme simplicity, almost homeliness, of language which is characteristic of so many similes must have a wholesome effect.

The course of study thus begun may be almost indefinitely extended. For example, the collection and examination of all the similes and metaphors contained in a work which is being studied in class gives valuable help in bringing out qualities of style. The writer remembers the immense enthusiasm which was aroused in a certain class by the application of this method to the study of "Julius Caesar," and the wonder and admiration with which the scholars realized the marvellous way in which these figures of speech were made to aid the characterization and to accentuate the dominant feeling or purpose of a scene or speech.

Excellent essay subjects can be obtained from similes and metaphors. The writer can, from experience, recommend two: "If he is out fox-hunting he comes home with the brush and not with a spray of blackberries; but if, on

the other hand, he goes out blackberrying, he will return deeply dyed the true tint and not dragging behind him a languishing coil of seaweed" (Augustine Birrell on Leslie Stephen). "There's no pleasure i' living if you're to be corked up for ever, and only dribble your mind out by the sly, like a leaky barrel" (Mrs. Poyser in "Adam Bede").

If the teacher desires to develop the artistic or graphic side of the lessons, suitable examples are to be found in plenty. For example, Longfellow's "Autumn, like a faint old man, sits down by the wayside aweary," or Ruskin's description of a great breaker against rock: "One moment a flint cave, the next a marble pillar, the next a fading cloud," or George Eliot's "The actions of a little trivial soul struggling amidst the serious, sad destinies of a human being *are* strange. So are the motions of a little vessel without ballast tossed about on a stormy sea. How pretty it looks with its parti-coloured sail in the sunlight, moored in the quiet bay"—all give scope for imaginative treatment.

MEDICAL INSPECTION.

By "AN OLD FOGEY."

Rate-payer. Have the children in your school been medically inspected?

Teacher. Yes, some of them.

R. Is the inspection of any benefit?

T. To some extent; but it is not as useful as it might be.

R. Why is that?

T. Well, if the inspection is to be of any real benefit it is folly to deal only with children just admitted and those about to leave. Time and money is also wasted in collecting material for statistical reports, while the only aspect of the problem which really matters—the health of the children—appears to be a secondary consideration.

R. But is not a considerable expenditure already incurred on this work?

T. The whole of the expenditure is a charge upon the rate-payers, without any assistance from Government; but the amount, relatively speaking, is small.

R. What do you mean by that?

T. This: it is obvious that the physical condition of the child should be the first consideration, as the satisfactory development and exercise of its mental faculties depend upon its bodily health. In 1909-10, in England, about £22,000,000 was expended on elementary education. Of this total a little over £250,000 was applied to medical inspection and the provision of meals. If you agree that it is a mistake to expend large sums of money in cultivating the brains of children unless we satisfy ourselves, as a preliminary, that they are properly nourished, a much larger expenditure on this branch of the service should be inevitable.

R. But what about the parents? You seem to expect the State to assume responsibilities which properly belong to fathers and mothers.

T. If we compel the parent, whatever his views, to surrender his child for a particular process of mental cultivation favoured by the State, we cannot escape the obligation. I think, to see that the child is in a physical condition to suffer the process without detriment.

R. But surely a distinction may be drawn between providing schooling for the child which the parent may not be able to do, and maintenance which the parent can provide.

T. Possibly; but if it is folly for the work of the teacher to begin until the duty of the parent has been done, and the parent fails in his duty, what then?

R. He should be made to do it.

T. The alternative being that, if the labourer with his modest wage finds it impossible to send his children to school sufficiently clothed and adequately fed, you would either reduce his slender resources by the imposition of a fine, or deprive his family of support by sending him to prison.

R. It is a difficult problem.

T. Extremely so; and I think you will agree that, in compelling the parent to send his child to school, the State places itself under the obligation to adopt measures—when the parent fails to do so—of securing its physical health and well-being. Unless this preliminary condition is secured, the cultivation of a child's mental capacities is less profitable, and much more harmful, than attempting to extract sunbeams from cucumbers.

SCHOOLBOYS AS EXCAVATORS.

THE newspapers have called attention to a remarkable display of public spirit on the part of the boys of the George Dixon Secondary School, Birmingham. One hundred and seventy boys volunteered to devote the Easter vacation to the levelling of the school playing-field. If done by contract the work would have cost the burgesses at least £200. Mr. Cleave, the second master, gave up his holidays in order to superintend the operations. Nor was he the only master who sacrificed three weeks' leisure. This fact may well be borne in mind when teachers are said to be lovers of the lotus.

About two and a-half years ago the Birmingham Education Committee leased a sports field for the school. Hitherto there had been nothing but an asphalt playground. The field was in rough condition, but the authorities could not see their way clear to make a further grant. Masters and boys set to like young colonists and turned one portion of the wilderness into a respectable arena for "Rugger." The boys developed great prowess in the game; one of them won his way to international honours in the first season.

It was in the summer days that the limitations of the field were felt. The pitch had been cut into the slope, and, with a steep ridge surrounding, had the general appearance of a large dining-table. Players were handicapped, and cricket degenerated into a kind of parlour game. The boys decreed that the embankment should go. The obstinate nature of the subsoil, which is of bastard marl, made the task meet for Hercules. There was the question of drainage, but it was seen to under the guidance of the masters. Mr. A. H. Angus, the Head Master, and Mr. Cleave have explained that the planning of details proved to be of high educational value. It amounted to lessons in practical surveying. Estimates as to the quantity of soil to be removed and the most efficient means to adopt were worked out as part and parcel of the class lessons.

The Education Committee engaged an expert at a cost of £50. His sole part was to strip off the turf and relay it; the boys saw to the rest. They worked in relays of four—two "upper" and two "lower"—school boys—every day save Sunday throughout the whole Easter vacation of three weeks. The first "shift" began at 9.30 and continued until 12.30 midday; the next was from 1.30 to tea interval at 4 o'clock; then from 4.30 to 7 in the evening. The implements for the work were borrowed. The Harborne Industrial School near by provided a dozen wheelbarrows. Several of the George Dixon boys have fathers who are connected with the building trade, and from these the planks to make barrow railroads were importuned. Spades and pickaxes were loaned by a score of homes.

Mr. Cleave did not attempt to conceal the stubborn nature of the task, but he is proud of the response of the school—a response so eager as to leave no doubts of a successful issue. Mr. Angus and he made it quite clear that the work was purely voluntary on the part of the boys. It was a labour of love. The experiment may well turn out to be one of the most significant of recent times. Mr. J. L. Paton knows the value of the spade as a means of education; he, with many another educationist, will hear of the scheme with more than usual interest.

CONGRESS OF THE UNIVERSITIES OF THE EMPIRE.

THE following is the final official program of the Conference, with the names of Chairmen and readers of papers:—

Tuesday, July 2.

10 a.m.—Chairman, the Right Hon. the Earl of Rosebery and Midlothian, K.G., K.T., D.C.L., LL.D., Chancellor of the Universities of London and Glasgow, and Lord Rector of the University of St. Andrews, by whom the Congress will be opened. (1) Question of Division of Work and Specialization among Universities. Paper by Sir Alfred Hopkinson, Vice-Chancellor of the Victoria University of Manchester. (2) Inter-University Arrangements for Post-graduate and Research Students, including the questions of Reciprocal Recognition of Courses for Post-graduate Degrees, Co-operation in Post-graduate Courses and Specialization in Post-graduate Courses along special lines among Universities. Paper by Principal Peterson, McGill University of Montreal.

Wednesday, July 3.

10 a.m.—Chairman, the Right Hon. the Earl Curzon of Kedleston, G.C.S.I., G.C.I.E., D.C.L., LL.D., Chancellor of the University of Oxford. (1) The relation of Universities to Technical and Professional Education and to Education for the Public Services. Papers by Prof. A. Smithells, University of Leeds, and Mr. Stanley Leathes, C.B., First Civil Service Commissioner. (2) Interchange of University teachers; conditions of interchange. Paper by Dr. J. W. Barrett, University of Melbourne.

3 p.m.—Chairman, the Right Hon. A. J. Balfour, D.C.L., LL.D., M.P., Chancellor of the University of Edinburgh. (1) The problem of Universities in the East in regard to their influence on character and moral ideals. Papers by Sir Frederick Lugard, G.C.M.G., C.B., D.S.O., late Governor of Hong-Kong and Chancellor of the University of Hong-Kong, and Dr. J. C. R. Ewing, Vice-Chancellor of Punjab University. (2) Residential facilities, including colleges and hostels, in connexion with Universities. Paper by Mr. E. B. Sargant, Member of the Royal Commission on University Education in London.

Thursday, July 4.

10 a.m.—Chairman, the Right Hon. Lord Rayleigh, O.M., Sc.D., D.C.L., late P.R.S., Chancellor of the University of Cambridge. (1) Conditions of entrance to Universities and the possibility of equivalence and mutual recognition of entrance tests to Degree courses. Paper by Mr. P. E. Matheson, Oxford Secretary of the Oxford and Cambridge Schools Examination Board. (2) Action of Universities in relation to the after-careers of their students. Papers by Mr. H. A. Roberts, Secretary of the Cambridge Appointments Board, and Miss M. G. Spencer, Secretary of the Central Bureau for the Employment of Women.

3 p.m.—Chairman, the Right Hon. the Viscount Haldane, D.C.L., LL.D., K.C., Chancellor of the University of Bristol. Provision of courses of study and examinations for other than Degree students, including University Extension and Tutorial Class work and specialized courses both of a general and technical character for students engaged in professional, commercial, and industrial pursuits. Papers by Mr. J. A. R. Marriott, Secretary of the Oxford University Extension Delegacy, and Rev. D. H. S. Cranage, Secretary of the Cambridge University Extension Syndicate.

Friday, July 5.

10 a.m.—Chairman, the Right Hon. Lord Strathcona and Mount Royal, G.C.M.G., G.C.V.O., D.C.L., LL.D., Chancellor of the Universities of Aberdeen and McGill. (1) The establishment of a Central Bureau; its constitution and functions. Paper by Dr. G. R. Parkin, C.M.G., Organizing Secretary of the Rhodes Scholarship Trust. (2) The position of women in Universities. Paper by Miss H. M. White, Principal of Alexandra College, Dublin. (3) Representation of Teachers and Graduates on the Governing Body of a University. Paper by Sir James Donaldson, Vice-Chancellor and Principal of the University of St. Andrews.

The following is the provisional list of entertainments offered to members of the Conference:—

July 1.—British Academy, the Shakespeare Lecture by Dr. A. C. Bradley.

July 2.—Luncheon to Delegates at the Hotel Cecil by invitation of H.M. Government.

(Continued on page 380.)

IMPORTANT NOTICE

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COLONIAL AND FOREIGN NOTES.

FRANCE.

The Vicar of Wakefield, it will be remembered, held "that the honest man who married and brought up a large family did more service than he who continued single, and only talked of population." The late M. Malouet respected teachers who begot children as well as instructed them more than those who practised their pedagogy solely on the offspring of others. Accordingly, by his will, he founded a prize, worth 3,000 francs, for the secondary teacher, having at least four children, who by his professional merit—whether of the scientific or the literary order—and by his devotion to his family should deserve a mark of public esteem. To weigh these three elements—professional merit, domestic virtue, and prolificacy—was an embarrassing task for the judges. They found many admirable teachers, faithful to the hearth, and in the Académie de Paris alone there were more than a hundred with from four to eight children. Ultimately they pronounced in favour of M. Chanzy, teacher of mathematics in the *lycée* of Nancy. Born in 1867, he is only forty-four. After a successful career as student and teacher, he was entrusted at Nancy with the class of students preparing for Saint-Cyr, and with his help three hundred candidates have been passed into the famous military school within twenty years. But it was his family that turned the scale in his favour: he has had fourteen children, of whom twelve are still alive, the

Le prix Malouet—
First Award.

eldest twenty years of age, the youngest four. His life a daily miracle of self-denial, he, the son of a basket-maker and without private fortune, has provided for his brood with exemplary care and affection.

France continues to deplore a certain decline of general culture, ascribed to the scientific tendency of the new education. It is the *baccalauréat* examination, which opens the gates of the University, that is now pointed to as revealing the weakness. The

reports of the Deans of Faculties in the Universities are plaintive. M. Legras, Dean of the Faculty of Letters at Dijon, terms the *baccalauréat* the single dike placed at the entrance to higher education, and laments that under the form of equivalents terrible breaches have been made in it. What strikes examiners most is the *passivity* of the candidates. "Il semble," writes M. Ducros, Faculty Dean of Aix, "qu'entre l'élève et les choses il y ait comme un écran, je ne sais qu'elle nuée de mots appris, de faits épars et opaques." Even in philosophy there is no reflection, no care for composition or logic, hardly any attempt at argument or discussion. "Tout se passe dans un brouillard, au pays des paroles gelées de Rabelais." The result of overloading time-tables, of demanding from the young an ever-increasing mass of positive knowledge, of initiating unripe minds into technical methods, has been in many cases to oppress the intelligence and to make the learner merely *passive*. In writing from dictation," says M. Legras, candidates will put without thought "*épancher* sa soif," or "*Napoléon au paroxysme de la gloire*"; in essays they confound *autant* and *au temps*, *par* and *part*. Again, their general knowledge is small. Some of them have never heard of the Three Kings from the East; some are puzzled by a mention of Goliath, Ceres, or Vulcan. Spinoza has been described by a commencing philosopher in the *baccalauréat* examination as a learned Italian.

We relate these things not to disparage French schools, which are in many respects admirable, but to console English teachers for their own failures. The "howler" is a weed that grows in every soil. Moreover, the experience of France has its lesson for us. Recognizing freely the claims of science in the field of education, we must, nevertheless, cling fast to literature, which is as needful in

Their
Lesson.

(Continued on page 382.)

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GERMANY.

Indicative of progress in Germany is the organization at Köln of the Hochschule für kommunale und soziale Verwaltung as a separate department of the *Handelshochschule*. Its province is the Administration of Local Communities and of Societies in general; its teachers are drawn from the world of practice as well as from among the students of theory. A few of the lecture-subjects for the first term (which began on April 18) will show the range of instruction:—Office Practice in Local Communities (*Gemeinden*), Communal Law in relation to Public Officials, Introduction to Finance, Administration in the Colonies, the Law relating to Embassies and Consulates, Social Hygiene, Introduction to Political Economy, Statistics of Administration in large and small Communities, Insurance. The chief object in view is to provide well trained officials for local communities, for private societies, and for insurance departments. The new Insurance Act will, in 1913, require for its administration some thousand *Versicherungsamtänner* (insurance officials). Perhaps Mr. Lloyd George should have prepared the way for his insurance scheme by promoting the foundation of a *Verwaltungshochschule*.

The journals have lately been reporting an unusually large number of suicides among schoolboys. How far the school or the teacher was responsible in any given instance it is hard to determine. We should always like to hear *in camera* the evidence of the family doctor. Meanwhile the view of these matters taken by the outside public is shown from a passage in Lily Braun's "Die Emanzipation der Kinder." There was a boy, "der jugendstark dem Leben entgegengestürmt war"—who in the strength of youth was eager for the battle of life. The teacher, in front of the class, flung an angry word at him. "Das brannte auf seiner Wange, als wär's ein Peitschenhieb"—his cheek flushed as if he had received a cut from a whip. He was only fifteen years old, but his sense of honour was keen as a man's. To escape from the torture of his shame, he shot himself. The rebuke would indeed be strong that drove a

healthy English boy to seek relief in that form! A Magdeburg Court of Law has just settled a case with a special feature. The pupil of a Realgymnasium, feeling himself aggrieved, *wounded his teacher dangerously with shots from a revolver* before attempting to commit suicide. He goes to prison for four years. We, of course, blame the young rascal; but he hit on the true means of interesting pedagogic circles in the whole subject.

According to the official figures, there are now in Prussia 4,588 country continuation schools (*ländliche Fortbildungsschulen*). Of these, 2,913 have been established by the Communes (*Gemeinden*), 1,457 by private persons, 172 by the Circles (*Kreise*), and 46 by agricultural societies. In the case of 5,929 schools the State shares the cost. The Circles pay the expense of 22 schools, the Communes of 14, the State alone of 1,439 and private persons of 148. Six schools are self-supporting. The total cash expenditure (apart from rent and maintenance of buildings) is set down at 735,608 M., of which sum only 35,313 M. is covered by school fees. The total number of the pupils is 72,796; that of the teachers, 6,518. Among the teachers are 271 clergymen, 3 special instructors in agriculture, 6,193 primary teachers, 151 farmers, veterinary surgeons, &c. The reader will observe the large proportion of teachers drawn from the primary school (*Volksschule*). In 3,049 schools there is only one teacher.

HOLLAND.

The public schools in Holland may be described, in the received jargon, as "omnidominational"; religious instruction is given in them; but the children may not be separated according to confessions. Sectarian schools, in which religious instruction of more colour is imparted, have been founded numerously. Whilst the State places no obstacle in the way of such foundations, it regards them simply as private schools; they may attract many pupils and relieve the public purse of great expenditure, yet they can make no claim for support upon the State or the local community. Devout Catholics and Protestants complain that they have a double burden to bear: they must pay for the public and for their own schools. It is proposed to change the situation by means of a law that

(Continued on page 384.)

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private schools, as soon as they have a certain number of pupils, may demand a proportionate grant-in-aid. At a great meeting of Catholics, under the presidency of Deputy Baron van Wynbergen, a resolution to this effect was carried, and, as there is a Conservative majority in both Houses of Parliament, it is hoped that the desired Act may be passed. It is all very interesting and familiar, is it not? Holland seems about to follow England into the Sloughs of Religious Difficulty.

UNITED STATES.

The conscientious examiner of written work is always fearful that he may not have done exact justice to the candidates whose merits he has been testing. It is so hard to penetrate individuality through a manuscript. An American story furnishes at once an admonition to teachers and balm to examiners. Some teachers were urgent that promotion in schools should depend on an impartial estimate of written work. A Superintendent caused an unknown boy's answers to an arithmetic paper to be copied, and submitted them for judgment to the teachers themselves. The marks of 150 teachers ranged from 29 to 88 per cent. Indignant at their own divergence, they urged that *they ought to have known the boy before they marked his papers*. It is just this illumination that the outside examiner lacks.

In England professorships sometimes take the place of old-age pensions. Our kinsmen in the United States are enabled, be it by Mr. Carnegie or Mr. Rockefeller, to get rid of effete University teachers. Under the new pension law at the University of Chicago, any professor or assistant professor, if of fifteen years' standing, may retire at sixty-five, or may be retired by the trustees on a pension based on length of service. It must not, however, be less than 40 per cent. nor more than 60 per cent. of the annual salary. According to an estimate, the average cost of this plan will be 100,000 dollars. To defray it, 2,000,000 dollars will be set aside from Mr. Rockefeller's latest endowment of 10,000,000 dollars. We are almost persuaded that millionaires have their use.

We have written about the passing of the New York law (October 30, 1911), under which women teachers are to receive the same salaries as men. The effect may be stated briefly. In the grades

where formerly men received 2,400 dollars and women 1,500 dollars, men and women will receive 1,850 dollars, except that the men in such positions at the date of the passage of the Act will continue to receive the higher salary. In the high schools, men and women alike go to a maximum of 3,150 dollars, and in elementary-school principalships the maximum for both men and women is 3,500 dollars. For the argument that the State, in thus paying 1,850 dollars for a woman teacher who has hitherto been got in the labour market for 1,500 dollars, is committing a dangerous economic blunder, we have no ears. Is it a dangerous economic blunder to pay five shillings a day to a miner because men have been found to take their lives in their hands for less?

By "home-work" we mean the tasks, viewed with more or less favour by parents, which the school requires to be done at home. At Ontario, Oregon, they have conceived "home-work" in a new light, illuminative of modern tendencies in the United States.

The home must share with the school the responsibility of converting boys and girls into useful men and women. Every child has some domestic duties, "chores," and the like, to do; the parent must report to the school with what skill and diligence these are discharged. "Home-work cards" have been prepared on which father and mother, each in the proper department, mark E (excellent), G (good), F (fair), or P (poor) against the various "subjects," grouped thus:—(a) sewing and mending, bread making, general cooking, setting and serving table, washing and wiping dishes, washing and ironing; (b) sweeping and making beds, mopping and care of kitchen, care of younger children, making fires, getting water, coal, kindling, &c.; (c) feeding stock and poultry, milking cows, barn or yard work, garden or field work, errands; (d) cheerfulness, kindness; (e) order and care of clothes, cleanliness, bathing, &c., table manners, politeness; (f) keeping temper, doing before told; (g) modesty of language—at home, in the streets; (h) courtesy to parents, kindness to animals, care of playthings; (i) home study, ambition to succeed. English teachers in day schools will see what they must expect in the near future. Children will arrive in the morning with cards marked "Maud was weak in her dusting, but took her bath calmly," or "Tommy accepted a rebuke with patience, but flatly refused to milk a cow." Yet behind all this there is a great and deep idea.

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DIET IN SCHOOLS.

THE Conference on Diet in Public, Secondary, and Private Schools, which was held on May 13 at the Guildhall, had been carefully schemed and organized by a Special Committee of the National Food Reform Association, to whose energetic Secretary, Mr. Charles Hecht, public thanks are due; and though on many details, and, indeed, on some first principles, there was a wide divergence of opinion, yet if it only leads to some realization of the general conclusion prefigured by the Lord Mayor, himself a distinguished doctor, the Conference will not have met in vain. "The food," said Sir Thomas Crosby, "should be ample, simple, varied, and well cooked; and the meal hours should be fixed and regular." How few even of our great public schools at present satisfy this simple requirement!

Mr. Malim, of Haileybury College, who occupied the chair at the first session, was apologetic for his order. The public schools, he allowed, had not been immaculate in the past, but they were not so black as the newspapers painted them, and the presence of their representatives showed they were ready to learn, and their medical officers had been pioneers in food reforms. He pleaded the economic straits of school authorities, due to the rise in prices, and the difficulty of providing a variety of food for five hundred boys. He denounced the growth of high living and plain thinking, and finally he urged that boys preferred food procured or prepared by themselves. The last observation was echoed by several subsequent speakers; and the tuck shop, which at Haileybury has been authorized and, so to speak, sanctified to school uses, still found belated defenders. Contiguity may perhaps account for the qualified support of the Head Mistress of Christ's Hospital Girls' School, Hertford.

Papers were printed beforehand and taken as read. In their collected form they make a substantial pamphlet, which we advise our readers to procure for themselves.

Dr. Clement Dukes's views are too well known to need reproduction. Here he emphasizes the importance of amount. "The young are constantly stinted in one or other essential

ingredient, such as sugar or meat, at the period of life when stinting is synonymous with stunting." Under "Monotony" he writes: "I have known complaining parents invited to partake of a meal and judge for themselves, and yet be unable to condemn, for the obvious reason that the quality of a single meal was not impugned, but the obnoxious fact of an unvarying repetition." Extras of all sorts—hampers and tuck-shops—he will not away with.

Dr. Dukes does not add to his scientific virtues lucidity of expression. Witness the following sentence:—"After development is completed, the chicken being born, and when growth alone has to be sustained and promoted as exemplified in milk, which may be taken as the standard food for growth in contradistinction to development, the proportions are reversed—one-third of casein and two-thirds of carbohydrates."

Dr. Hutchison, who followed him as opener of discussion, was an admirable interpreter, and there was no mistaking his meaning. He insisted on the extreme difficulty of producing a healthy growing child on a vegetarian basis. It implied a bulky, and therefore indigestible, diet. He had little faith in scientific standards of calories, proteins, &c. The safe rule was to provide a liberal table of mixed diet and trust to the healthy appetite of the child. "Pour avoir assez il faut avoir trop." Against over-feeding at this age Nature provided sufficient remedies. As to the bearing of diet on intellectual efficiency little need be said. If the whole body were well nourished the brain would take care of itself. Most of brain substance was laid down before school age, and brain work made little demand on body weight. Special brain foods were the invention of quacks. Digestibility was of more importance than the composition of foods. The bearing of diet on moral efficiency raised the question of the physical basis of character. Except in the case of active virtues, such as physical courage and energy, no constant relation could be traced between morals and physique. We read that when Kean was playing a tyrant he used to feed on pork, but some of the most bloodthirsty, savage nations were vegetarians. The over-stimulating effects of meat at the time of puberty had been grossly exaggerated. His advice to teachers was: "Don't play about with the diet. Morals are best catered for by others than the cook."

Dr. Hutchison's challenge to the vegetarians was taken up by more than one speaker. Admiral Johnson asked how the two precepts could be reconciled—to enforce a meat diet and to trust to the appetite of children. Young children, if left to themselves, would never touch meat. Mr. Rollo Russell stated that of all emigrants who ever landed in Canada the Doukhobors, strict vegetarians, had the healthiest children; and he asked, with bitter sarcasm, whether, as the Conference had suggested that children should dig their potatoes before eating them, they should likewise kill their beef and mutton. Dr. Eger seemed to hit the *juste milieu*. In his experience some 60 to 70 per cent. of children thrive equally on either diet; of the remainder about an equal number required a meat or a vegetable diet.

Mrs. Burn, sometime Medical Officer in Wycombe Abbey School, advocated the teaching of elementary physiology and personal hygiene as a compulsory part of every school curriculum. The subject is too thorny to be here discussed. We can only call attention to the elaborate syllabus of lessons appended to the paper. Dr. Reddie followed with a paper on "Abbotsholme," as a realization of the perfect combination of health, theory, and practice. England is the worst governed of the leading States of the world, and has, except for enlightened individuals, no theory. Germany has theory galore, but neglects practice. "I have listened to a lecture on school hygiene in a room where asphyxiation was imminent." At Abbotsholme: "The ample windows let in floods of light, and if the summer sun blaze too fiercely, a silken screen mitigates the glare. From every window he [the schoolboy] looks out on lovely scenery. The glistening floors reveal their weekly bath of fragrant turpentine, whose vapour destroys the deadly bacteria and perfumes agreeably the air." For every time and place the pupil finds "beautifully printed and framed 'Rules,' perfectly conceived and perfectly expressed, so that error is

impossible"; contrived a double debt to pay, to teach him "how to write and use our mother tongue and also the art of legislation."

Abbotsholme is a unique school, and, as we read Dr. Reddie's panegyric, we exclaim with Moore's Peri:

And, oh! if there be an Elysium on earth,
It is this, it is this!

But when he proceeds to tell us how our schools may be transformed into Abbotsholmes, we are not much the wiser. His conclusions do not tally with his premises. "Medicine should cease to be a private occupation and should become a public service. Every schoolmaster should be trained to study first and foremost the laws of health." But we were told at starting that "no school in England can have much chance unless it eludes the interference of public mismanagement by being a separate imperium. By good fortune this autonomy we possess. No bungling sanitary authority can touch us." We must leave it to Mr. Lloyd George to find *le mot de l'énigme* and reconcile the apparent antinomies.

It is something of a bathos to descend from the school "laid up in the heavens" to common earth and read Mrs. Stanley Hazell's practical suggestions for middle-class boarding schools. She urges that the catering for a whole school should be in the hands of one person, and that this person should be preferably a matron holding the full diploma of a recognized school of cookery. The master's wife has too many other duties to attend to, and a steward, however competent in other respects, as a rule knows nothing of cooking, which, as speaker after speaker urged, is *die Hauptsache*.

Lastly, Miss Michaelis showed how at King's College women are now being trained in hygiene and physiology, and so qualified for such institutional work.

If only by directing attention to flagrant and easily remediable abuses of diet, the Conference will have done much good, and we hope that it will be followed by another dealing with the feeding of elementary scholars. There were present faddists and Monsieur Josses not a few, but the principal readers of papers and speakers were able and disinterested men and women of science, and the reactionaries who contended that, like Sydney Smith, they had "strictly meditated the muse on a little oatmeal," were out of court.

SINGING IN SCHOOLS AND COLLEGES

By "CANTATRICE."

IN these days of overcrowded curricula and increasingly difficult public examinations, the voice of the singing teacher is apt to be drowned by the clamour of those who demand more and more time for those subjects which, under our present system of education, are compulsory for those who wish to gain certificates of any value.

Whilst giving all credit to those schools which regard the musical side of education seriously and devote to it at least a fair proportion of the time-table, it is an undeniable fact that in many schools, though singing remains on the time-table of the upper forms, the class is, as a matter of fact attended by only a small proportion of the girls—in other words, the bright pupils are drafted off for extra work in more important subjects—i.e. those that "count" in the public examinations.

Now these same bright girls, who for the last few years of their school life only attend the singing classes spasmodically, are in many cases the teachers of the future. Should they elect to become mistresses in elementary schools, where specialization is the exception and not the rule, it is as much a matter of course that they should teach singing as any other subject. How do we find them prepared for it? On the entrance of a large batch of students (drawn from various

educational centres) into a training college, questions as to the musical training they had received elicited the following. Many had not been in a singing class at all for two, three, or even four years. A few, a very few, could sing at sight well in Tonic Sol-fa and make a fair attempt in staff notation. A large proportion could read a certain amount of Tonic Sol-fa, but a bridge note spelt disaster, and a minor key was an unknown quantity. Here and there a student showed herself at home in Key C in staff notation, but any other key found her floundering hopelessly. The rest could scarcely stumble through the most elementary exercise in either notation, or had received no musical training whatever. Their first appearance in the choral class was equally discouraging, the tone was miserable, the singing lifeless, and the idea of following a beat infantile.

Out of this raw material the College lecturer is supposed to turn out, in two years' time, teachers capable of undertaking to give musical instruction to any standard, from the lowest to the highest. It is an easy matter to lift the dull and lifeless singing class into an enthusiastic body of choral singers, to raise the ideal from a sentimental ballad with a waltz refrain to Schumann and Brahms; but it is an impossibility in the time allowed to have to begin with the very A B C of the technical and theoretical side of music, and expect students to teach with any confidence or success a subject of which they justly feel they have but a smattering.

It may be said that the attitude of schools towards class singing is partly the fault of those who teach. It is a common and frequently a just complaint that the singing teacher cannot keep order, the children are bored, and the results inadequate; but who is responsible for this state of affairs? The various schools of music are turning out annually into an already overcrowded profession hundreds of capable, highly trained musicians. How is it that so few (and those usually the least capable) are drawn to this branch of work? The answer is simple enough. As a rule it does not offer a sufficiently attractive or profitable career to the ambitious young musician. The successful teacher of class singing must be a good musician, a well trained vocalist, and a lover of poetry. She must, in addition, possess a keen sense of humour, a strong dramatic instinct, and, above all, unbounded enthusiasm.

School work is excessively wearing and must be regular, therefore it cannot be combined with a public career. The work of a visiting teacher necessitates a continual rush from place to place and a heavy expenditure in cabs and fares. Singing classes in big schools often consist of a hundred or more children (no other class makes such a demand on the teacher's energy and powers of discipline) and in the week's work it is probable that more than a thousand girls and students will be instructed. For this strenuous work it is quite a usual thing to offer the munificent remuneration of 5s. per hour, with, mark you! no prospect of a rise when later the teacher's work will become increasingly experienced and valuable.

Amongst the arts music is usually ranked somewhat higher than dancing, yet is there any accredited dancing mistress who, after teaching fifty, much less a hundred girls, would feel her labours sufficiently rewarded by 5s. an hour? Yet this is the fee paid to singing teachers by the London County Council. Even if we grant that, after paying working expenses, the year's income will amount to a sum which should be a good start in life for any girl, what about the future?

It is not good in any career to have no goal at which to aim. The ordinary member of a school staff receives a gradually increasing salary, and may one day be a head mistress, the dancing mistress benefits by every additional pupil in her class; but the woman who specializes in class singing is more than likely to find herself at forty receiving exactly the same fees that were offered to her as an inexperienced girl of twenty. Surely, then, this is the reason why little or no attempt has been made by the music students of to-day to fit themselves for this work, and why at present the teaching of class singing is usually the last resource of the broken-down or inefficient.

REVIEWS AND MINOR NOTICES.

The Cambridge History of English Literature. Edited by A. W. WARD, Litt.D., and A. R. WALLER, M.A. Vol. VIII: *The Age of Dryden.*

The eighth volume of "The Cambridge History of English Literature" is a solid and respectable if not a very brilliant successor to the Milton volume. "The Age of Dryden" is a particularly awkward transitional period. The tide of literary development, though it flows steadily, is full of perplexing cross-currents, and such a period calls out the weakness and not the strength of the composite plan of the Cambridge History. It needs the presiding direction of one mind to make coherent history of such chapters as "The Early Quakers," "The Restoration Drama," "The Court Poets," "The Platonists and Latitudinarians," to name only a few. The principle of classification by subjects seems particularly questionable in this volume. It varies almost from chapter to chapter. Chapters I and II deal with single authors, Dryden and Butler; Chapter III with a narrow literary subject, "Political and Ecclesiastical Satire"; Chapter IV with the history of a religious movement, "The Early Quakers"; Chapter VIII, under the title "The Court Poets," concentrates upon the lives of a group of gay and profligate Courtiers.

We are aware throughout of a tendency, illustrated in the two last-named chapters, to recede from the purely literary aspects of the given subjects and to deal rather with the historical or social. Mr. Grubb, in his excellent chapter on "The Early Quakers," gives an interesting history of a remarkable band of men and women, but refrains from developing the hints contained in his tantalizing scraps of quotation of the literary values and bearing of their writings. Mr. Whibley, in his account of the Court Poets, spends himself too much upon their lives and personalities. Rochester's career and character is treated in seven pages, against the meagre two and a-half devoted to his writings. Again, the chapters on philosophical writers degenerate into mere summaries of subject-matter and analysis of thought. John Locke's position as a thinker is summed up with excellent judgment by Prof. Sorley, but his qualities as a writer are barely touched upon.

Some outstanding chapters in the volume call for notice. Prof. Ward's opening chapter in Dryden is a trifle ponderous, but containing a mass of knowledge, leavened by genuine enthusiasm. The appreciation of his style in verse is excellent; that of his prose style disappointing, for it fails to suggest the unique combination in Dryden of the Elizabethan colour and imaginative appeal with the ease and directness of the new "Classical" manner. Prof. Ward fails to satisfy us in his remarks on "Macfiecknoe" and "The Hind and the Panther." On the former he gives nothing but generalized statement, and misses the supreme humour of Dryden's most genial satire. On the latter he is instructive, without suggesting the poetic qualities of this masterpiece in the new verse. But the chapter is redeemed by a sane and satisfactory summing-up of Dryden's qualities and position. Mr. Tilley contributes an excellent chapter on "The Essay and the beginning of Modern Prose." He is specially interesting on the French influence, and in his exposition of the development in Cowley's prose. His final paragraph sums up admirably the historical and intrinsic values of the transitional prose, and the whole chapter shows sound discrimination and lively appreciation.

Prof. Saintsbury's punctual chapter on the Prosody of the period is perhaps rather less interesting than usual. But, apart from Milton, the period is in itself dull prosodically, and Prof. Saintsbury makes the best of it. He concentrates interest upon the historical development and shows how the loose and nerveless prosody of the later Elizabethans yields to the corrective and regulative influence of the stopped heroic couplet. He is excellent, in his liveliest descriptive manner, on the Pindaric Ode and on Dryden's couplet, and gives one more instance of his well known catholicity of taste

in his insistence on the intrinsic value of a prosodic mode that modern taste finds jejune. "It is no treason, it is only reason, to combine with enthusiasm for the prosody of Shakespeare and Milton and Shelley admiration for the prosody of Jonson, of Pope, and (above both) of Dryden."

The Restoration Drama receives full attention in three consecutive chapters. The first, by Prof. Schelling, fulfils expectation on the score of learning and scholarship, and it warms into life over Etherege and Mrs. Behn. The question of French and of Spanish influence is treated warily and suggestively. The other two chapters, by Mr. Whibley and Mr. Bartholomew, deal adequately with the remainder of Restoration Comedy and Tragedy. But we are left with the impression that the whole subject would have been better dealt with by one writer. The connexion of drama with social life and ideals, and the significance of dramatic forms as the expression of contemporary modes of thought, is especially important at this period, and it requires the concentration of a single mind on this aspect of the question to present in any coherent form the various dramatic phenomena dealt with in these three chapters.

The chapter on "The Progress of Science" has been fittingly entrusted to Mr. Shipley, whose contributions to science and to progress in our own day will not be forgotten by the rising generation of scientific men. The chapter gives an admirable condensed account of interesting men and movements, and suggests with some piquancy the strange anomalies that occur, only to delight the present-day student, in the lives and thought of seventeenth-century men of science. The following sentence is typical: "Although Pepys had no scientific training—he only began to learn the multiplication table when he was in his thirtieth year, but, later, took the keenest pleasure in teaching it to Mrs. Pepys—he, nevertheless, attained to the Presidency of the Royal Society." We could have wished for a fuller treatment of the scientific elements in Donne's poetry. "Space," says Mr. Shipley, "limits me to one quotation"; but we wish that his one quotation had not been the too familiar lines about the biting flea. Donne's fearless imagination has made finer use than this of his varied scientific knowledge.

The volume, as a whole, with its useful bibliographies and its careful scholarship, will be welcomed by all serious students as an invaluable guide to the by-ways of seventeenth-century literature.

The Montessori Method. By MARIE MONTESSORI. Translated from the Italian by ANNA E. GEORGE. With an Introduction by Prof. HENRY W. HOLMES. With thirty-two illustrations from photographs. (7s. 6d. net. Heinemann.)

Few English teachers, to our shame be it said, read Italian, but many have seen and more have heard about the Casa dei Bambini at Rome, and will welcome an excellent translation of the "Pedagogic Scientifica," enlarged by the authoress, and introduced in a warmly appreciative, but discriminating, preface by Prof. Holmes. The Casa is a combined *crèche* and *école maternelle*—not a school as we understand the word. The infants range from two to six; they spend there the whole day; they number from forty to fifty, and are under the charge of a single directress.

Mme Montessori starts from the same basis as Froebel—the child's activity and self-development—but the radical difference between her method and that of Froebel is that she deals with children, not in groups, but as individuals. Collective lessons have been almost abolished in the Casa, and each child is left to his own devices, provided only with the proper materials for occupation, and supervised by the directress. "Fais ce que voudras" is the device of the Casa. Work, Mme Montessori holds, is less important than freedom, and provided he does not annoy his neighbours the child may do or not do what he likes. One would have prophesied that this infantine Abbey of Thelema must have ended like Tolstoy's School of Yasnaya Polyana, but we have independent testimony that it is a home of peace, and, what is more, that the infants do learn by the new method to write, read, and cipher (this is

the order of the Casa) without compulsion and in a marvellously short time.

The fundamental principle is, as we said, Froebelian; but the method was evolved not from the kindergarten, but from the author's medical studies in the Psychiatric Clinic of the University of Rome, and from her work as directress of a school for feeble-minded children. Her originality consists in applying to normal infants the methods that she had found effective in teaching these defective children. For these methods she was mainly indebted to the works of Séguin, a French alienist doctor, who migrated to America and founded many institutions for idiot and feeble-minded children. Séguin's treatise (or rather treatises, one in French and one in English) we have never met with, and we cannot tell what were the bones upon which Mme Montessori has breathed and made them live. The metaphor is the author's, who quotes the whole chapter of Ezekiel and adds a still more daring Scripture parallel: "Thus the blind Saul before the glory of the sun exclaimed, 'This? It is the dense fog!'" We have not succeeded in verifying the quotation.

The other main departure from Froebel consists in the special—and, in our judgment, disproportionate—development of sense training. Do we really need separate exercises for the training of each sense, including taste and smell? Are we much advanced when we call the building of towers with bricks and the fitting of pegs into holes psychometric and esthiometric exercises? Need we call in science to make a child distinguish the difference between rough and smooth, flat and solid, hot and cold? To make use of the tactile sense in teaching the alphabet does, indeed, seem to us a distinct pedagogic advance, and the account of the children who wrote spontaneously will be to many teachers a revelation. We must remember, however, that it was Italian that they wrote, and a stronger argument for simplified spelling could not be found.

To sum up, there is much in the book to interest English infant teachers, though there is little that they can apply directly. The dietary, for instance, would not commend itself to our Food Reformers. We cannot afford to give our children the breast of chicken, nor are we prepared to exclude cheese in any form, or to restrict the vegetables to spinach, and for condiments to rue and garlic. The cost of a Casa is an unconsidered trifle. The book is loosely strung together, and we are often in doubt whether we are reading of what was, what is, or what might be. Mme Montessori is the apostle of auto-education, a true gospel, to which she has devoted her life, and in which we believe, however much we may dislike the barbarous nomenclature.

The Romance of Words. By ERNEST WEEKLEY. (3s. 6d. net. Murray.)

Mr. Weekley is Professor of French in University College, Nottingham, but there is nothing professorial or didactic in his pleasant, popular volume. He is content to give results, and rarely stays to indicate the process by which they are reached. Not only like M. Jourdain's professor, from whom he takes his motto, he makes as though his readers knew no Latin, but he makes no demand on their knowledge of phonetics. His chief authorities are, of course, "The New English Dictionary," in which he has collaborated, and, where this fails him, Skeat's "Etymological Dictionary." To the latter we think some ample acknowledgment was due—for instance, where whole paragraphs, as in pages 40 and 48, have been borrowed. The chapter on "Semantics" is original, though not, as Prof. Weekley imagines, a first attempt. Darmesteter and Bréal have both been translated into English. There are also a few new derivations which seem to us convincing. Thus "anlace" = Fr. *alêne*, Ger. *Ahle*, Eng. "awl." "Branks," the scold's bit, = "branchkes," from Norm. *branque*. "Akimbo" = "a-cann-bo," i.e. "with can bent," or like jug handles. "Lug sail" = "luck sail," cf. Fr. *voile à fortune*. "Oriel," Lat. *aulacolum*. "Patch," O.F. *peche* = *pièce*. "Petronel" = *pictroncla*, a flint piece. His new derivations of "caulk," "foil," "sallet," "tankard," we do not think he

has established, and that a meat "pie" is derived from the black and white of the bird—*credat Judæus!* The book is divided into chapters, but the charm of it is that it does not greatly matter where we open it; on every page there are facts not generally known, and, as the author boasts, from first to last no moral is enforced.

We add a few notes which may be of service for a second edition. Page 2: "The four words"; we can find only three. Page 10: *sabotage*, in the latest sense, does not mean scamping work, but malicious damage done by strikers. Page 12: Tammany was not "the patron saint of Pennsylvania." Page 28: "The fruit (Fr. *ananas*) was named from its shape" is misleading; *ananas* is a Brazilian word. Page 35: "'Porcelain' comes from *porcellano*, the name of the Venus-shell, a derivative of *porcus*, 'pig.'" The missing link, that the shell resembles in shape a hog's back, should be added. Page 50: "The 'educated' *h* of modern English is largely an artificial restoration." What rather needs explaining is why the *h* in "hostel," "humble," "herb" should have been dropped. Page 69: The derivation of "treacle" is only half given—that it was a hair of the dog that bit you. So under "budget" we miss Dr. H. Bradley's interesting discovery. Page 73: "Nice. Hardly possible to explain the modern sense." Skeat's conjecture that it was confused with "nesh" seems highly probable. Page 86: Fr. *matelot* is not *maat-genoot*, "meat companion," but *matte*, "berth." Page 90: There is no German equivalent for "a cat can look at a king." Is not "sieht doch die Katze den Kaiser an" near enough? Page 121: "Glaive" cannot be derived from Lat. *gladius*. Why not? The Gaulish *cladebo* seems to us most improbable. Page 133: "Tret" is rightly explained in Skeat as an allowance of four pounds in a hundred and four, not, as here, in a hundred. Page 142: "*Sou* is said to come from the Latin *solidus*." It does come from Latin *solidum*.

A History of French Literature. By C. H. CONRAD WRIGHT, Assistant Professor of French in Harvard University. (12s. 6d. net. Oxford University Press.)

A full and comprehensive history of French literature, written in English on the scale of Taine's "History of English Literature," has long been a desideratum. Prof. Saintsbury's work is not brought up to date, and in the later part is marred by the author's personal predilections. Prof. Dowden's admirable volume in "Short Histories of the Literatures of the World" is on a smaller scale, and it ends with the decline of the Romantic movement and the rise of Naturalism. Prof. Wright comes well equipped for his task. Educated, as he tells us, mainly in France, he has chosen as his life-work the study and teaching of French literature, and, what is a no less important qualification, he has a profound admiration for his subject, which, "taken, as a whole, overtops in richness, artistic quality, and historical influence all literatures since those of Greece and Rome."

The two great merits of the work are the close connexion maintained throughout between writers and their social and political environment (each author or group of authors is set in his proper *milieu*); and, secondly, the prominence given to the philosophic side of literature—metaphysical, religious, and social. We may instance the full account of Descartes, Le Maistre, Lamennais, Comte, and Bergson.

When compared with Taine's work, one striking difference is the absence of quotations *à l'appui*. Without these, it is not possible to discuss style in its more technical aspects, and this is hardly ever attempted. We look in vain for any account of the evolution of the alexandrine—a movement as important and as interesting as that of blank verse in English.

In the preface the author frankly expresses his preference for the Classical over the Romantic; for the seventeenth and eighteenth centuries over the *décadents* of the eighties and nineties—the novels of adultery and contemporary "dionysiac" authoresses. This prejudice, which most Englishmen will share, makes him less than just to recent poets, such as Verlaine, and in particular to the idol of the French, of whom we are shown little but the feet of clay. "Victor Hugo, far from

being of noble origin, as he tried to make people believe, was of thoroughly plebeian descent; his mind, instead of being Messianic and big with prophecy, was that of an inflated and conceited *bourgeois*; his language was that of a French Gongora." So begins the chapter on Victor Hugo, which in our judgment misses the mark no less than Swinburne's dithyrambs. Living writers are dealt with in a supplementary chapter, giving names in alphabetical order, with brief notices as in Meyer's "Schriftsteller Lexicon." The elaborate bibliography, 85 pages of small print, will prove an invaluable guide to the advanced student, and there is a full index of names. We miss an index of matter. The name of a work does not always suggest that of the author, and even when it does it is tedious to turn up a dozen references to find the one we need.

French Prose Writers of the Nineteenth Century and After. An Advanced Reader. By VICTOR LEULIETTE. (3s. net. Sir Isaac Pitman.)

The primary object of this Advanced Reader is to illustrate "important aspects of the History, Literature, Philosophy, and Civilization of France." There are twenty-five extracts, beginning with Brillat-Savarin's "Physiologie du Goût," "un des plus profonds parmi les livres frivoles," and ending with Jean Finot's "Français et Anglais." The selection of authors, as may be suspected from the two named, is not determined by their rank or importance, and any one drawing up a list of the ten greatest *prosateurs* of the last century would not be likely to find half of them among the twenty-five. This defect may be accounted for, if not justified, by the exclusion of the novelists. We agree with the editor in thinking that the English scholar is overdosed with French novels, and neglects more serious works; but a work cannot pretend to represent the intellectual life and art of the last century which ignores George Sand, Balzac, Dumas, Gautier, Zola, and Anatole France. Among historians we find Guizot and Thierry, but not Thiers and Michelet. Renan is quoted in the preface as a eulogist of French *netteté*, but we have no specimen of perhaps the most perfect stylist of the century. Sainte-Beuve is confessedly the prince of critics, but, instead of a *causerie du lundi*, we are given an extract from Stendal's tedious "Racine et Shakespeare." But "though much is taken, much remains." The passages chosen are carefully and conscientiously edited, and literary and historical references are fully explained. It is well that young England should see his country as Frenchmen see it, and the editor is at no pains to tone down M. Emile Boutmy's unflattering portrait of English insularity and self-sufficiency.

The Journal of English Studies. Vol. I. No. 1. (1s. net. H. Marshall.)

We welcome the appearing of what is justly claimed as a new departure in English periodical literature. It is a stigma on the mother country that for periodicals dealing exclusively with the study and teaching of English we must go to the United States, and that the very title of this journal suggests Germany rather than England. The title is indeed misleading, in that the journal appeals mainly to teachers, not to scholars, like *Englische Studien*, and its nearest native analogon, the *Modern Language Review*. The first number contains two excellent articles by teachers on "Oral Composition in Senior Classes" and "Shakespeare in School." Mr. William Archer again does battle for his Simplified Spelling, and Mr. J. M. Robertson begins what promises to be an interesting essay on "Bacon as Writer." We take it that the journal will appear monthly (this is not stated), and wish it a long life.

Talks on Health and Temperance. (7d. net. McDougall's Educational Co.)

This is a useful little book, well thought out and worth putting into the hands of every child of the Third Standard and upwards. It begins by a brief description of the human body, especially the functions of respiration and digestion. Under the heading of "Some Things we all need," the writer refers to the need of good cookery, proper chewing of the food, the mistake that is committed when food is washed down with fluid, the desirability of wearing loosely meshed linen or cotton underclothing. The statements are perfectly correct, but we should have liked to see these truths based on the reasons; reason stimulates thought and memory. For instance, the writer points out how necessary it is to have fresh air in all rooms, including the bedroom. Useful illustrations of ventilation are given. But why should not the writer point out to a child that his right development depends on a right air supply, that it has a great effect on digestion, and that in itself a good supply of air tends to render one invulnerable to cold—*i. e.* to a disordered mucous membrane? The Arctic and Antarctic explorers do not take cold at 40 degrees below

freezing-point. Warm and ill-ventilated rooms are the forcing ground of the "cold" bacillus. Stress is very properly laid on breathing exercises as a part of physical training, for, however pure and good the air may be, it is possible the individual may not take in enough to give him a fair share.

Nelson's Dictionary of Dates. Vol I. (1s. net.)

This portion of the "Encyclopædia Library," which is to be completed in three volumes, gives in a condensed form and at a price which the poorest reader can afford the information contained in Haydn's standard work. The matter is well chosen and well arranged. Thus, on the first pages we find, under "Abbeys," a list of the chief British abbeys, with dates of foundation; under "Abdication," a complete list of *rois en exil*; under "Abyssinia," six columns of history, ending with the proclamation of Lij Yaru as Emperor in 1911; an account of the discovery of Argon, and nine columns on the British Army.

First Aid in Accidents. By Sir JOHN COLLIE and C. F. WIGHTMAN. Sixth edition. (9d. net. Gill.)

The new edition has been enlarged by thirty pages. The chapter on Voluntary Aid Detachments hardly concerns teachers, but the full directions for roller bandages, in every way preferable to triangular, are a welcome addition. It would be hard to find so much sound practical knowledge packed in so small a compass, and costing so little.

Holiday Resorts. (1s. net. F. Hodgson, 89 Farringdon St., E.C.)

The twenty-ninth annual issue contains 146 pages of addresses at home and abroad, all of which have been personally recommended by members of the Teachers' Guild. The maps are a valuable addition, and a choice of information of various kinds makes the book almost indispensable to those who wish for a choice of holidays at reasonable prices.

Messrs. Blackie send us two more exquisite volumes in their "Red Letter Library"—THACKERAY'S *Book of Snobs*, with an introduction by Mr. CHESTERTON, and *Blake*, with an introduction by Mrs. MEYNELL. The latter volume includes the little known "Edward the Third." The price of each volume is 2s. 6d. net.

SOME PUBLICATIONS OF THE CHICAGO UNIVERSITY PRESS.
(English Agent, the Cambridge University Press.)

- (1) *The Life of Christ.* An Aid to Historical Study and a condensed Commentary on the Gospels. By E. D. BURTON and SHAILER MATHEWS. (Pp. 302. 4s. net.) (2) *The Life of Christ.* For the use of Classes in Secondary Schools and in the Secondary Division of the Sunday School. Adapted from the above by I. B. BURGESS. (Pp. 307. 4s. net.)

The above volumes form part of a series of "Constructive Bible Studies" edited by Prof. E. D. Burton. It is well known that systematic study of the Biblical literature on scientific lines is much more adequately organized in the United States than in our own country. The volumes under review are admirable specimens of what such manuals should be. The first (1) has proved its worth by the fact that it has already passed through several editions in America. The aim of the volume is explained by the editors as follows:—"It is our hope in some measure to promote the thorough, systematic study of the Bible, and in particular the historical study of the Gospels, along such lines as are ordinarily followed in constructive historical work . . . The reasons which in the past have denied to the Bible and to Biblical history what was freely granted to other ancient classics and to other ancient history are rapidly ceasing to exist . . . The Sunday school should have a curriculum of study as carefully and as intelligently graded as any other school, and this curriculum should include a thorough course of Biblical history. Such a course, covering both the Old Testament and the New, dealing with teachings as well as events, and recognizing relations of events as well as mere facts, should occupy not less than three or four years." We wish such a program could become a practical proposition in our own Sunday schools. The volume written by Profs. Burton and Mathews consists of an introduction ("Palestine during the last Two Centuries before Christ") and nine parts, as follows:—Part I, The Thirty Years of Private Life; II, The Opening Events of Christ's Ministry; III, The Early Judean Ministry; IV, First Period of the Galilean Ministry; V, Second Period of the Galilean Ministry; VI, Third Period of the Galilean Ministry; VII, The Perean Ministry; VIII, The Passion Week, IX, The Forty Days. The book is broken up into chapters, each chapter being headed by certain specified parts of the New Testament, which are to be carefully studied; then follow comments and explanations of difficulties, and finally suggestions and topics for study. In each case, after this preliminary discipline, the student is encouraged to write a chapter for himself (for which hints are given), and in this way gradually to construct his own life of Christ.

The method demands, first of all, "a mastery of the facts of the Scripture narrative," and, secondly, "interpretation of the Scripture material." The plan is one which might be pursued with great advantage either by individual students or by students working in class under a teacher. We cordially commend the volume to English teachers and students, and should much like to see it more widely known and used in this country.

The second volume indicated above (2) is an adaptation of (1) for less advanced students. Both volumes are well printed, and are enriched with some good illustrations of places in Palestine and with maps.

Studies in the Gospel according to Mark. For the use of Classes in Secondary Schools and in the Secondary Division of the Sunday School. By Prof. E. D. BURTON. (Pp. 248. 4s. net.)

This admirable volume contains the text of the Second Gospel divided into sixty-nine sections, each section being provided with brief explanatory notes and questions for written work. At the end there is a collection of "review questions for the whole Gospel," an analysis of the Gospel, and a dictionary, covering fourteen pages in double columns of small type, where explanations are given of words and place-names which require such. Thus words like "Christ," "baptize," "Chief Priests," "Pharisees," "Son of Man," and places like "Bethany," "Dalmanutha," &c., are lucidly explained. This is a most admirable feature. Such a handbook conscientiously worked through would prove to be a splendid discipline. It is immensely superior to our ordinary classbooks and manuals. There are four excellent maps.

A Short Introduction to the Gospels. By Prof. E. D. BURTON. (Pp. v, 144. 4s. net.)

This exceedingly useful volume is designed "to place before the student of the Gospels those facts concerning the purpose and point of view of each of them which are most necessary for an intelligent reading and study of them." The first three chapters deal with the Synoptic Gospels separately (each discussing the author, readers for whom the book was primarily intended, the purpose, other problems, plan); the fourth chapter deals with the relation of the Synoptic Gospels to one another; while a final chapter deals with the Fourth Gospel. It is interesting to note that, while the traditional authorship of the Fourth Gospel is accepted on the whole, yet it is conceded that "the book perhaps does not owe its present form" to the Apostle, but bears traces of later editorial revision.

A Handbook of the Life of the Apostle Paul. An Outline for Classroom and Private Study. By Prof. E. D. BURTON. (Pp. 100. 2s. net.)

This outline is divided into two parts: Part I deals with the Life of Paul; Part II with the letters, their occasion, and structure. The little volume is really a plan of study, with topics for investigation suggested, and hints and references given as to the carrying of this out. There are some useful analyses of the letters. The whole is admirably adapted for the use of classes and correspondence students, who may safely trust the skilled guidance of the accomplished author.

UNIVERSITIES AND SCHOOLS.

LONDON.

Convocation's Report to the Royal Commission was submitted at the meeting of Convocation, on May 7. Officially Convocation has buried its head in the sand like the ostrich—that is to say, it refuses to take note of the alleged conspiracy on the part of the Commission to abolish the external student, with whose interests Convocation is supposed to be specially concerned. Whether the implication is that the danger does not exist is not altogether clear, but the Report refers exhaustively to the origin of the Commission from the establishment of the Imperial College with ill defined relations to the University, and gives a lucid statement of the advantages to be derived from the incorporation of the college in the University. The inference appears to be that Convocation will be well satisfied if the Commission finds a solution for this particular problem.

Presentation Day, on May 8, calls for no special comment. In the absence of Lord Rosebery, the Vice-Chancellor, Sir William Collins, presided. The Principal's Report is an encouraging document, because it shows that the claims of University education in London are at last receiving attention from wealthy citizens. An imposing list of benefactions is published, amounting in hard cash and promises—and including benefactions to London colleges, such as King's College for Women and Bedford College for Women—to a capital sum of £650,000 during the past twelve months. Annual subventions from the Government and the London County

Council have also been substantially increased. The chief subject for anxiety, the Principal states, is the decline in Matriculation entries and its financial effect. The total admissions by all channels was in the past year 3,969, as compared with 4,255 in 1910-11, and the total number of candidates for all examinations was 12,263, as against 12,681 last year. The magnitude of the work of the University is further indicated by the number of internal students, which is now 4,578, and is steadily increasing.

Educationally the recent visit of M. Poincaré, one of the most distinguished mathematicians living, to give a course of lectures in advanced mathematics is noteworthy. The lectures were delivered in French and attracted a large and distinguished audience. This course was one of a long series of courses of advanced lectures, in the organization of which the work of the University on its teaching side has been widely appreciated.

The publication of Lord Haldane's letter to Sir Francis Mowatt reciting the history of his scheme for new head-quarters for the University of London, and practically admitting that it cannot go forward without the approval of the governing body of the University for the time being in office, has cleared the air a little, and the announcement that a special meeting of the Senate is to be held to consider the question suggests, perhaps, a more conciliatory attitude on their part. As to the site, there is no indication of official support for the British Museum scheme, but opinion is strengthening in favour of the Foundling Hospital site. The attitude of the Government towards any scheme of removal is extremely important, for it must be remembered that the Government has been responsible for the housing of the University since its establishment; and if the Government refuses to decide anything until Lord Haldane's Commission has reported, this may involve considerable delay. The scheme, however, is so important that some delay is both desirable and inevitable, in spite of the Commission's desire to see new premises ready for their reformed University.

OXFORD.

The announcement that a petition for a Commission has been presented to the Prime Minister from a considerable number of members of the University of Cambridge has done much to clear the air here. The positions of the two Universities in this matter have been curiously reversed. For a considerable time all proposals for a Commission have been confined to Oxford, and it was generally supposed here that, if Oxford demanded a Commission, Cambridge would repudiate the demand. Now we are lagging behind. The reason, of course, is the necessity of taking into account what the Chancellor has done and what he may still intend. There are many persons in Oxford who have come to the conclusion that the possibilities of reform from within are exhausted and that a Commission is essential, but there has been a considerable difference of opinion as to whether it would not be better to wait until the Chancellor's program has been carried as far as it can without external interference, and when a review of the whole situation might be easier. However, in the last two terms, as I have noticed before, dissatisfaction with the possibilities of working through Council, Congregation, and Convocation has grown apace, and a memorial is being signed in favour of a Commission of Inquiry. It is to be presented, not to the Prime Minister, but to the Chancellor. For the signatories do not want to suggest that they do not recognize the great value of all that the Chancellor has done for the University or that they do not hope for his co-operation.

The great amount of work done by the Chancellor and Council will not be thrown away, but rather be a foundation on which any Commission must build. A Commission is wanted, not because of scandalous abuses (such exist only in the imagination of those who do not know Oxford), but because with its present constitution the University is unable to develop as it would, and chiefly because the problem of how the University is to adapt itself to the modern conditions which have sprung up since the last Commission is too vast to be solved piecemeal. It demands a review of the whole situation. As things are, the University is handicapped in many directions through lack of money, and yet when it makes any appeal for help from the outside it meets the widespread opinion that the endowments which it and colleges already have are not properly used, and that it would be a waste to give more. The college system, we are sure, is in no danger. It cannot fail to approve itself on its main lines. It might rather very easily be endangered by haphazard legislation, if we go on changing one thing here and another there without really having reviewed the whole situation and seen where we want to go.

An instance of the need for such a review occurred in a Statute whose preamble passed Congregation on May 21. Since the Diploma Courses were started some years ago, requiring a course of

Diplomas.

one or two years, a large number of students have come to Oxford who do not intend to take a degree. They are therefore not welcomed by the colleges, who prefer men that are going to take a regular course. The natural alternative would be that they should become members of the non-collegiate body. A considerable number do, but many prefer to remain outside the University altogether. This new Statute proposes to establish a register of diploma students, who are, unless they are over twenty-five years of age, to be members of the University or registered women students or members of a society which exists for the purposes of higher study. The last clause is meant to include Ruskin College. Now this is obviously a Statute which raises the question whether the admission to the University ought to be only through the colleges, as also the question as to whether the non-collegiate body is satisfactory in its present form. But such questions have not been before Council. Council are only endeavouring, as was explained last Tuesday, to solve an immediate difficulty caused by the presence in the studies of the University of students who are not members of the University.

Council have published their proposals for the reform of the constitution of the University. They are most disappointing. Council, which is at present the most satisfactory part of the University organization, is to be radically reformed by the abolition of the three orders. There is nothing to be said for the present system as it concerns heads of houses, but we doubt if there is any advantage in taking away the order of professors. "Down with the professors!" is the one cry which will unite almost all sections of University opinion. Congregation is to be reformed on excellent lines, so that it will really be a house of teachers not of residents, but, unfortunately, all vested interests are to be preserved: that will mean that the character of Congregation will be altered by about 1950.

Convocation is not to be changed at all, either in composition or in powers, but there is to be, instead of the present voting on one day, a poll lasting three days. That does nothing to obviate the real difficulty that, valuable as it is, to have the opinion of resident teachers checked by some appeal to outside opinions, Convocation is quite unfit, from its size and composition, to give decisions of any value.

Another proposal to enlarge Convocation was brought forward a few weeks ago. It was proposed to reduce the fee for the B.A. slightly and for the M.A. from £12 to £2, so that most students would be able to take the M.A. The loss in fees was to be made up by raising undergraduates' fees £1, 10s. a year. The Statute was thrown out, mainly because members of Congregation were unwilling to raise undergraduates' fees, and because there was a general feeling that the Statute left untouched the real vice of the M.A. degree—viz. that it is, as Prof. Myres pointed out, a bogus degree, and selling it at £2 was no more creditable than selling it at £12.

The Vice-Chancellor has appealed to the colleges to help to put the School of Forestry on a permanent basis. The Government is withdrawing all the help which it gave the University, and which has enabled Oxford to build up a very good School of Forestry, now that other Universities, such as Cambridge and Edinburgh, have established Schools of Forestry. Sir William Schlich generously continues to give his services, and is endeavouring to secure—an adequate salary for whoever is to succeed him. It is to be hoped that the appeal will be successful.

ST. HILDA'S HALL.—The following Scholarships have been awarded:—To Hilda Jennings, of the Stafford High School, a Scholarship of £40 (in English language and literature). To Elizabeth Nina Macrae, of the Tottenham High School, a Scholarship of £40 (in modern history).

CAMBRIDGE.

I last wrote to you in the middle of March, when the Vice-Chancellor's publication of the memorial of the Divinity Professors, suggesting the desirability of throwing open degrees in Divinity to "members of the University who do not belong to the Church of England," had been followed up by the announcement of Graces by the Council of the Senate, which, if carried, would lead to the proper steps being taken towards the necessary change of Statutes. The report of the Council containing the proposed Graces was signed by all its members, and the phrase used was that "the Council would welcome" the change.

On April 25 the report of the Council was discussed in the Senate House. Archdeacon Cunningham led the attack. He referred his listeners to articles lately published for his opinion on the merits of the question and devoted himself at once to the sin of the

Council in stating that they "welcomed" the proposal, when their business was merely "to consider and prepare all Graces to be offered to the Senate." What was Divinity? he asked. Would a Mohammedan be able to present a thesis in Mohammedan Divinity? and so forth. That Mohammedan, flanked by a Jew on the one hand and an Agnostic on the other, has hag-ridden a good many minds during this discussion. Mr. Duncan-Jones pleaded for an alteration in the name of the degree, and the Rev. A. J. C. Allen, a local clergyman known for his gifts in newspaper controversy, added a Buddhist to the Mohammedan. The change was defended by the Divinity Professors, and, in a telling speech, by the Bishop of Ely, who "entirely agreed with the memorial of the Professors and with the report of the Council," and, having for many years foreseen that the present distinction would disappear, "rejoiced that the Professors of Divinity had taken the first definite step in that direction," convinced as he was that in the long run it would strengthen and widen the study of theology in the University.

On April 30 the *Reporter* contained another memorial addressed to the Vice-Chancellor, and dated April 26, 1912, requesting "the appointment of a Syndicate to consider and report upon the whole question and upon such alternative proposals as may be suggested." It was signed by the Bishop of Durham whose action at Durham has helped to raise the question, and a group of other prelates, mostly Suffragans; the Lord Chief Justice; quite a number of D.D.'s, few of whom are known to the public for any work the title of which would be familiar; and twenty or thirty other members of the Senate, who as such have a right to be considered.

The action of the Council was awaited with some interest. The *Reporter* of May 14 presented a further report, the gist of which was that the Council stuck to their guns—discussed one or two points which had been misconceived—and propose to bring forward the Graces in the Michaelmas term. This new report had not so many signatures as the former—for three members of the Council, not unknown in Cambridge for the value they set upon the virtues of caution, did not append their names. So there the thing rests till October, by which time the Senate, in the quiet phrase of the report, "should have ample time for consideration." It is pretty clear that some of the Senate's members are not going to devote the time to anything so slow. They mean opposition. It is whispered, too, that some people suspect the promoters of the Graces (who are credited with being terribly long-headed) of a certain malicious hope that the Graces will be thrown out; for it is quite clear that the country was not in the least thrilled by the defeat of the "Reforms" already proposed—viz. the financial rearrangements—and it might possibly occur that the rejection of the emancipation of the Divinity degrees would interest people and lead to a Commission.

And that is my next theme. A form of petition has been circulated by a committee to request the Prime Minister "that a Commission may be appointed to inquire into the Constitution of the University of Cambridge, the financial and other relations which exist between the University and the colleges, and the administration of funds voted to fellowships, scholarships, and exhibitions, and that power may be given to the Commission to make Statutes in regard to these matters." The request is based on the Senate's rejection, "without exception" of "various proposals for constitutional reform," and the unlikelihood of any further attempt of the kind being successful.

After some time this was circulated again with a list of signatures, containing about a third of the professoriate and about seventy other names, presumably residents, out of a register of residents which must be four or five hundred. It must be owned that, while among the professors on the first page of this petition there are names that carry much weight along with others that carry less, the list of other residents is not a strong one. One curious footnote appears; one gentleman signs "provided that the Commission shall meet in Cambridge and take evidence not only from officials"—a caveat of importance. For some people have a persistent idea that the Commission would be primed with a series of proposals, would hear chiefly the people who organize public opinion, and perhaps not representatives of all the colleges. It is noted that no suggestion is made that relations between one college and another should be examined, and it is thought that, if colleges are to continue, this omission is odd or suspicious.

When it comes to the main question as to whether there actually will be a Commission, some who are well informed are sure of it; while others say that, when some weeks since Oxford people approached the Prime Minister, he told them in effect that he had enough legislation on hand at present. If this is true, there will not be a Commission with power to make Statutes. Meantime a London graduate has issued a fly-sheet to the effect that, Liberal as he is, he would not, in view of the proceedings of the London

University Commission, wish to entrust this Government with the appointment of another. And there I must leave it. Perhaps before this letter appears in your columns—perhaps already—some of your readers will know more than I can tell them.

The Classical Board, led on by Prof. Ridgeway, and encouraged by voices raised in the Senate House, when its last scheme for the reform of the Classical Tripos was considered, has revised its ideas with some

Verse Composition. emphasis. What is practically a new scheme is issued with some surprising changes. Verse composition is made alternative with papers on syntax and philology. Verses are not popular to-day; very few, on the whole, of the younger classical teachers seem to write them, and the opinion is widely expressed—at least outside Cambridge, and often in it—that the accomplishment is waste of time. (One does not observe that all the people who make this criticism manage to do anything very signally more useful with their time—but perhaps this is cynical.) The accusation also lies that verses are apt to become under one type of teacher a school of false taste. Still, there is no denying that verse composition is to many classical scholars, old and young, good, bad, and indifferent as they may be, an intense pleasure, which they would be sorry to forgo. As to its educational value, American and German scholarship betrays the want of it, some English people fancy. And, if it is waste of time for the grown man, it may after all be a real school of literary expression for the younger. *Nec luisse pudet sed non incidere ludo.* This matter, too, will probably be deferred to next term.

As your readers will know from the public press, we have been informed, through Lord Esher, that a friend of the University, who stipulates that his name shall not be mentioned, has given £20,000 to found a Chair in Genetics, and has made it a condition that the professorship shall be called after Mr. Balfour. As we already have Balfour foundations, this has been followed up by a letter indicating that in order to mark out the fact that this one is to be named in honour of the ex-Prime Minister and not the man of science, his brother, it is to bear the Christian name as well as the surname.

WALES.

The annual extra-collegiate meeting was held at Llandrindod Wells, on May 18. In the absence of the Senior Deputy Chancellor, Lord Kenyon, the chair was taken by Colonel Pryce Jones, M.P., the Junior Deputy Chancellor. The Senior and Junior Deputy Chancellors were both re-elected, and the Vice-Chancellor *pro tem.* was appointed to represent the University on the Teachers' Registration Council. The Senate, apparently, finds the question of including geography as a matriculation subject a very difficult and thorny one, though why it should be so is not clear to an ordinary layman, for the importance of geography has been duly recognized by every other University college. The Senate of the University of Wales must be ignorant of recent developments in the teaching of this subject, otherwise it is impossible to understand their attitude towards it. There is some grain of comfort, however, to be derived from the assurance that they are still "considering the matter and hope to report to the Court at its next meeting."

With regard to research degrees for graduates of other Universities, the Senate is of opinion that two years should be the minimum period of research for the degree, as substantial work of a post-graduate character cannot, as a rule, be accomplished in a shorter time.

Prof. D. Hepburn, M.D., was appointed to represent the University on the General Medical Council.

Mr. W. Lloyd Parry, B.A., presided over the annual meeting of this Association, held at Llandrindod Wells. There was a long discussion on the question of pensions, in which some diversity of opinion was expressed as to the advantages of a purely Welsh scheme against a national scheme. Mr. Rhys Morgan, of Pontypridd, dealt very exhaustively with the prospects and difficulties of the whole matter, and it was finally agreed that a deputation should be sent to the Board of Education and the Treasury to express the views of the Association. No definite decision was arrived at as to the relative merits of a national scheme and a Welsh scheme, though it is probable that the former is the only scheme which will be found to be practicable and satisfactory.

Some slight changes in the Standing Orders were introduced, and a motion to widen the scope of the Association, so as to include all secondary schools in Wales, was postponed till the next meeting. As the Association deals mainly with the questions arising out of its close connexion with the Central Welsh Board, it is difficult to understand what is to be gained by altering its

(Continued on page 396.)

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present constitution. We therefore anticipate a lively discussion at the next meeting. Dealing with the question of schedules and syllabuses, the Association expressed dissatisfaction with the action of the Central Welsh Board in delaying the circulation among members of the list of books, &c., required for its examinations until it was too late to consider them adequately. It was suggested that the Association could render valuable service to the Board by criticism and otherwise.

The officers were re-elected, and Messrs. R. W. Jones, Rhys Morgan, and Miss Holme, and Miss Mason (Bangor), were elected to vacancies on the Executive Committee.

Some difficulty has arisen in the counties of Glamorgan and Monmouth with regard to the allocation of the Development Grant in aid of Agriculture. The Commissioners have laid down the rule that where

Agriculture in Wales. a group of the authorities unite with a University college in one scheme, a grant of £1,000 a year will be made to the united district for advisory and research work and £1,200 a year for higher education in agriculture, but these sums will not be obtainable unless in conjunction with a University college. As no such scheme of co-operation exists between the above counties and Cardiff College, the Commissioners have attached them to Bristol University—hence the commotion. Monmouth has an agricultural institute at Usk, but this is not a University college, and therefore the only way these grants can be secured for South Wales is by co-operation between the County Councils and Cardiff College. Both the counties, having now realized the position, have taken prompt action, and have sent a deputation to the Board of Agriculture to endeavour to get the grant diverted to Cardiff College. The whole difficulty would vanish if the counties could be induced to co-ordinate their schemes and to place their agricultural education under the control of the college.

University College, Bangor, has taken the important step of establishing two advisory lectureships, the holders of which will devote themselves to the investigation of special problems affecting agriculture and the giving of scientific advice to farmers. These appointments have been made possible by the special grant from the Board of Agriculture.

The new lecturer in Agricultural Chemistry is Mr. G. W. Wellington, B.A. (Cantab.), and Dr. J. Lloyd Williams has been appointed Lecturer in Agricultural Botany.

The half-yearly meeting was held at Llandrindod Wells, on May 17, with Sir Edward Anwyl, M.A., in the chair. There was a somewhat acrimonious discussion on a motion by Alderman D. H. Williams, "That the Board re-affirms its desire that municipal secondary schools, aided and maintained under Part II of the Education Act, 1902, should be inspected and examined by the Central Welsh Board." The Board of Education have refused to insert this power in its amending scheme. Some strong expressions as to the action of the Board were used—especially in the speeches of members from the counties of Glamorgan and Monmouth who appear to have had special difficulties in dealing with the Welsh Department. Both these counties recommend the inclusion of their secondary schools of all types under the control of the Board, so as to unify their system of secondary education. They were against isolating their secondary schools, and placing them outside the national system. Principal Roberts, of Aberystwyth College, in supporting, stated that they were face to face with a vital principle, and that everything should be done to secure national unity. The Chief Inspector, Mr. O. M. Edwards, defended the action of the Department in a somewhat strong speech—for an official. But the difficulties he raised are undoubtedly real, and cannot be ignored, however strong the feeling may be in favour of concentrating all secondary education under the control of the Central Welsh Board. He denied resolutely that the Welsh Department had shown special favour to the municipal secondary schools, but he protested that it was unfair to regard them as outside the national system. The Local Authorities alone were responsible for the establishment of secondary schools outside the Welsh Act. If we may judge from the tone of the reply of the Chief Inspector, the Central Board will not secure the desired powers without a strenuous fight.

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The Welsh Department have probably adopted their present attitude towards this demand because they fear that, if it is granted, all our secondary schools will ultimately conform to a common type; and, if all patriotic sentiment can be laid aside, it must be allowed that there is a great deal to be said in support of their contention. The secondary schools were established for the express purpose of educating children who finished their education about sixteen years of age, and were not, at first, at all events, intended to compete with the intermediate schools. But there is a real danger that if the Central Board is the inspecting and ex-

aming body the work in the two types of schools will be very similar, and that we shall have very undesirable competition between adjacent schools. The danger of this may not be so great in the counties, but in the boroughs of Swansea and Cardiff it would be real and serious.

In consequence of the King's visit to Cardiff, on June 26, it has been decided to postpone for one week, at all three centres, the June Matriculation Examination, so that it will now begin on Monday, July 1.

SCOTLAND.

The General Council of Glasgow University devoted the greater part of its spring meeting to another long discussion on the proposed inclusive fee. The discussion was rather a rambling one, and some of the speakers were in a mood of protest against the Treasury, the Carnegie Trust, and the University Court. In the end the report of the Business Committee, which maintained the policy of opposition already adopted by the Council, was accepted by a majority against a motion in favour of approving the action of the four University Courts. The Council's resolution was afterwards submitted at a meeting of the University Court. The Principal pointed out that any proposal to modify the scheme of inclusive fees which had been adopted by the four Universities was a proposal to rescind something which the Court had already done in agreement with the other Universities, and which had been intimated to the Treasury. It was agreed to reply to the Council, stating that the points to which attention had been directed will be brought up for discussion at another conference between the four Universities. Glasgow University Court has appointed Mr. Steuart Miller, M.A., to be Lecturer in Roman History and Antiquities, for a period of four years from next October. The foundation of this lectureship, along with that on Greek History, will make it possible to institute an honours group in Ancient History for the M.A. degree.

At Aberdeen University, Prof. Pringle-Pattison is delivering his first course of Gifford Lectures during the present term. Mr. Andrew Carnegie, the Lord Rector, will give his inaugural address on June 6.

The principal business at the spring meeting of the Edinburgh University General Council was the consideration of a proposal by Mr. Alexander Morgan, D.Sc., for the institution of a post-graduate degree in Education, with the title of Bachelor of Education. Following the analogy of the B.D. and LL.B. degrees, the new degree would be open to candidates who have already taken a degree in Arts or Science, and the normal length of the combined course of study for the two degrees would be five years in the case of ordinary graduates, and generally six years in the case of honours graduates. The subjects of study for the degree in education would be (1) logic or moral philosophy, (2) general psychology, (3) special psychology (half course), (4) principles of education, (5) history of education, (6) experimental pedagogy (half course), (7) comparative education—present-day school systems at home and abroad (half course), (8) school organization and administration. In addition, there would be required evidence of having undergone a sufficient course in the theory and practice of teaching, a reading knowledge of French, German, or Italian, and a thesis embodying the results of investigation in some part of the field of education. The whole of the teaching required can already be obtained either in the University or in the Provincial Training College. The Council resolved by a majority to transmit the proposal to the University Court. A degree on some such lines as these would be of considerable service to the teaching profession, and it is to be hoped that the University may find it possible to institute it.

Aberdeen Provincial Committee proposes to purchase the property of Hilton, Aberdeen, for the purpose of building four hostels, each to accommodate fifty students. The total cost of site, buildings, furnishings, &c., is estimated at £33,000, of which one-fourth would be payable by the Provincial Committee. The annual cost of maintenance is estimated at £1,360.

At a meeting in Edinburgh, on May 18, it was resolved to form a Geographical Teachers' Association for Scotland. Mr. G. G. Chisholm, Lecturer in Geography at Edinburgh University, was elected chairman of the Association, and Mr. T. S. Muir, Royal High School, Edinburgh, was appointed as secretary.

The second Secondary Education Congress, promoted by the Secondary Education Association of Scotland and the special associations in connexion with modern languages, English, history, mathematics, science, and art, was held at Edinburgh, on May 18. The Lord Advocate, Mr. Ure, gave the opening address, and the Congress afterwards met in various sections.

It is believed that the Education Department intends to alter

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the method of conducting the qualifying examination for pupils of primary schools by introducing the system of individual tests, on the analogy of the Intermediate and Leaving Certificate Examinations. The Council of the Educational Institute have had the matter under consideration, and have passed the following resolutions:—(1) "The Council enter an emphatic protest against the introduction of a system of uniform external examinations for pupils at the qualifying stage, as they believe it would inevitably lead to a reimposition of the old 'standard' system, under which the country so long suffered." (2) "That should an external examination be introduced, in spite of the protest, teachers must not be expected to correct the papers." The Department has not made any official statement of its intentions; but it has declared that statements on the subject which have appeared in the newspapers are misleading in several important respects.

IRELAND.

At a meeting of the Senate of the National University, on May 24, the following appointments were made:—**The Universities.** Power, M.A., B.Sc., to be Professor of Mathematics in University College, Galway; and Henry J. Maloney, to be Professor of the Law of Real Property in University College, Cork, from October 1, 1912.

The Educational Supplement of the *Times* for May 7 contains an interesting article reviewing the progress of the National University from its foundation, the agitation for "compulsory Irish," the County Council Schemes, &c. Statistics go to prove that the University is on a fair way to success and has given a stimulus to higher education in Ireland, the number of students in the Dublin College being 755 this year, as against 527 in 1909-10, while the numbers in Cork and Galway have risen from an average of 216 and 105 respectively during the years 1898-1908 to 425 and 155 in the present year. In Connacht three counties have struck rates for scholarships, and in 1912 15 scholarships of £35 a year, tenable for three years at Galway College, are open to competition. In Munster, Kerry and Cork provide 14 scholarships, varying in value from £24 to £50, and tenable for three years at Cork College; while the Cork Council in addition gives 2 post-graduate studentships of £150 a year (tenable for three years).

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Waterford, Limerick, Tipperary (North and South), offer a number of scholarships, tenable either in Cork or University College, Dublin. When the County Council Schemes are in full work, it is estimated that the National University will get over £12,000 yearly from them. In addition, Galway and Cork Colleges already give substantial sums (£1,500 and £2,200 respectively) in scholarships and exhibitions; and Cork College has recently benefited by the generosity of two Cork ladies—the Misses Honan.

The *Times* article concludes with a reference to the loss of time and money involved in the working of a federal University and the growing need for the development of the constituent colleges into independent Universities—a claim which is strongly put forward by Cork, though opposed so far by the President of the Galway College.

The vacancies left on the First Senate of Queen's University, Belfast, by the death of Sir Robert Hart and Mrs. Margaret Byers, have been filled by the appointment of Sir John Newell Jordan, K.C.B., K.C.M.G., Pro-Chancellor of the University, and of Mr. John Milne Barbour, M.A., D.L.

The sum of £25,000 has been placed at the disposal of the Vice-Chancellor by the Misses Riddell, of Belfast (already generous benefactors of the University), for the erection of a Hall of Residence for women students.

Trinity College, Dublin, has received a fresh instance of the interest always taken in it by Viscount Iveagh in a gift of £10,000 to be devoted to research work, apparatus, &c., in geology and mineralogy.

A Bill to amend the Intermediate Education Act has just been presented by Mr. Thomas O'Donnell, M.P. It empowers the Intermediate Board to dispense with public examinations, if they think fit, and make payments to schools dependent on the results of inspection or the number of pupils who have entered from elementary schools by means of free places; to establish and equip schools in places where they are needed and to equip existing schools; to keep a register of teachers who satisfy its conditions, fees being paid only to schools which employ registered teachers; to co-operate with the Department of Agriculture in making special grants for agricultural training; to give leaving certificates in secondary

(Continued on page 400.)

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schools which will entitle the holders to enter the Universities without further examination. The County Councils will be empowered to raise a rate not exceeding 3d. in the £ for secondary education.

The work done for Irish secondary education by the Department of Agriculture and Technical Instruction since its initiation in 1900 was reviewed by Mr. George Fletcher, F.G.S., in an address to the Royal Society of Arts in London, at the end of last month. The Department works in co-operation with the Intermediate Board, having its own Inspectors and dispensing its own funds. In the present year there are 278 schools (with 14,516 individual pupils) taking the science courses, as against 154 in the first year; in 62 of these schools domestic economy is taught, and in 66 manual instruction. The total amount of grant earned in 1900-1 was £2,366; during the past session it was £27,955. The lecturer spoke highly of the work done in the schools.

The question of National Insurance is occupying the public mind at present, and a meeting of the Women's Branch of the Secondary Teachers' Association was held at Alexandra College, Dublin, on April 20, to consider its effect on women teachers, Miss White being in the chair. Miss Buchanan, P.L.G., explained the working of the Insurance Act and spoke particularly of the Irish Health Insurance Society, of which she was a member, and the advantages it offered to women teachers. Miss Cunningham, of Trinity Hall, following, advocated the Secondary and University Teachers' Insurance Society as especially likely to meet the wants of women teachers. There were, indeed, inevitable drawbacks in Irish teachers joining an English society, but apart from these the society promised to work successfully; Irish teachers would not have to pay the extra 2d. demanded of English ones and would not receive the medical benefit.

The subject of registration was dealt with by the same Association at a subsequent meeting in the Dominican College, Eccles Street, on May 10, when Miss Scott and Miss Boardman gave addresses. Both speakers emphasized the necessity of registration in order to raise secondary teaching to the level of a profession and secure adequate salaries. Miss Boardman described the conditions prevailing in France, where teachers were Civil servants and special training as well as a University degree were necessary qualifications both for women and men—where, on the other hand, favourable conditions of work, salaries which seem Utopian in Ireland, security of tenure, and pensions on retirement were part of their lot. She also spoke of the state of affairs in Germany. She considered that the schemes of registration so far suggested by different bodies in Ireland put the standard of qualification too low; that adequate remuneration could only follow adequate qualification.

On the other hand, we are informed that provision has been made in the Estimates for this year for an increase in the grant to the Irish National Teachers' Pension Funds and that new rules (which will not be retrospective) will be drawn up with regard to them as soon as possible.

Mr. Birrell, who has had sundry questions on the subject of Irish education to answer in the House during the past month, mostly from members who fear that the passing of the Home Rule Bill will be followed by the extinction of the Protestant in Ireland and the abolition of Belfast University, took occasion recently (May 8) to disclaim the responsibilities of the Chief Secretary as Minister for Education in Ireland. The absolute control of Irish education lay with the National and the Intermediate Boards; the functions of the Chief Secretary, who was not a member of either and was excluded from their meetings, were solely to answer questions in the House about their working, and to see that when any member of them died his successor was chosen from the same religious denomination; in all essential matters he was a mere gramophone.

The question of school attendance and the unsatisfactory working of the Irish Education Act of 1892 in this respect was dealt with, on April 26, by Mr. Frederick W. Ryan in a paper read before the Statistical and Social Inquiry Society. The average daily attendance in Dublin was 87 per cent. of those on the register. The lecturer dealt with the causes of the evil—the prevalence of juvenile street trading in Dublin, the insufficient number of school inspectors (there are eighteen to control the attendance of 45,000 children), the home conditions of the pupils, most of whom belonged to families leading often an almost nomadic existence in one-room tenements; and the low standard of parental responsibility encouraged by the Act as it stood; and suggested as remedies the enforcement of a small weekly or monthly fee on parents or a national school tax and the establishment of continuation schools for juvenile workers.

(Continued on page 402.)

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The accounts recently furnished to Parliament of the Ireland Development Grant for the financial year ending March 31, 1912, show that out of available assets of £197,455. 14s. 8d. the following sums were dispensed on Irish education:—To the Department of Agriculture and Technical Instruction, for technical instruction, £7,000; and to the Commissioners of National Education, for scholars in training colleges under private management, £4,375; making a total of £11,375.

SCHOOLS.

CHELTEMHAM LADIES' COLLEGE.—The Summer Term began on May 3. On the two preceding days an Entrance Scholarship Examination was held and scholarships of £30 a year for three years were awarded to K. Dawes and J. Poignand. Fifty-three new pupils entered, of whom four came from South Africa, two from Australia, one from the United States, and two from Germany. The death of Mr. Domenico Barnett, for forty-five years a member of the Music Staff, necessitated the appointment of a pianoforte teacher. Mr. Percival Garratt has been appointed. The biennial meeting of the Guild of Former Pupils of the College will be held at the end of June. Addresses will be given by the Principal and by Dr. C. R. Parkin, C.M.G. Members of the Guild will act "Achilles in Scyros," by Mr. Robert Bridges, for which the music has been composed by Dr. Rootham, of Cambridge. On Empire Day, May 24, an address was given by Mr. Howard Kennedy. On Foundress Day, June 1, an account of Miss Beale's work will be given by Mrs. Griffiths, a former member of this Staff. Mr. Henry Newbolt has undertaken to give two lectures on Poetry in July. Arrangements are being made for a demonstration to be given, probably on November 23, in the Princess Hall, by M. Jaques Dalcroze, of Hellerau, Dresden. Assisted by a party of his students, he will explain his system of rhythmic gymnastics.

HARROW, THE COUNTY SCHOOL.—The School continues to increase in numbers and now contains 212 boys and eleven masters. The latest addition to the staff is Mr. H. Weaver, B.Sc., of the Caterham School. The Scout Troop, which has attracted considerable attention because of its attempt to make Scouting an adjunct to school work and games, contains over 170 boys. At present an interesting experiment is being carried out; the boys are camping on the

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(Continued on page 404.)

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12^{ME} ANNÉE, AOÛT, 1912.

A Handbook containing all particulars of the courses, time tables of the Classes, list of pensions, &c., may be obtained from P. A. GODAL, Collège de Bayeux; or J. A. NICHOLS, Stanley Mount, New Mills, Stockport.

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need not necessarily drop out of the profession. The Akustik Instruments absolutely restore hearing to the deaf. Safe, certain, inconspicuous, and most inexpensive.

Full particulars, references, &c., free on application to—

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Near Montreux, on Lake of Geneva.

Mrs. BARDON, widow of French Clergyman, receives Girl Pupils. Bright home life. French only spoken. Excellent Professors. Central heating. Summer and Winter Sports. Illustrated prospectus, with references in England. Mrs. BARDON will stay in August at Morley's Hotel, Trafalgar Square, to answer inquiries and will return with pupils.

NOTICE.

Increase in price of back numbers of "The Journal of Education."

Copies of *The Journal of Education* over twelve months old are now charged **double price**, and those more than three years old, **treble price**.

For a list of Numbers, Volumes, and Binding Cases, still in print, apply to the Publisher:

WILLIAM RICE, 8 BROADWAY, LONDON, E.C.

Books for Sale.

AT SPECIAL NET PRICES:—

- 36 Dent's "New Second French," 9d.
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 - 40 Longmans' "First Illustrated Latin Reading Books," 6d.
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 - 3 Robinson's "History of England: Period I," 1s.
- From JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

Books Wanted.

"MODERN Language Teaching,"

"Child Study," "Paidologists," *The Journal of Education*, 1879, 1880; "The Teacher," 1879, 1880. Any volumes or parcels of parts wanted by JOHN DAVIS (Successor to Thomas Laurie), 13 Paternoster Row, London.

Books on Education.

From "TRAINING COLLEGE RECORD," February, 1910.

"A GOOD many people wanting to obtain some out of print book on Education have applied to Mr. JOHN DAVIS, of 13 PATERNOSTER ROW, and have seldom applied in vain."

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on advertisement. Post cards will not be sent on.]

GAMES AND GYMNASTIC

MISTRESSES with exceptional qualifications can be obtained on application to A. ALEXANDER, Principal, Physical Training College, Southport.

GYMNASTIC, GAMES, AND

SPORTS MISTRESSES. — LIVERPOOL GYMNASIUM TRAINING COLLEGE. — Fully trained Teachers disengaged and qualified to teach Drilling and Gymnastics (Swedish and British Systems), Fencing, Swimming, Dancing, Horse-Riding, Cricket, Hockey, Lacrosse, Tennis, Badminton, Remedial Exercises and Massage, Sick-nursing, Physiology, and Hygiene. Apply—PRINCIPAL, 171 Bedford Street, Liverpool.

SECRETARYSHIP required, in

September, in School or College, by Lady, trained in Typewriting, Shorthand, Bookkeeping, 7 years' experience as Teacher in Secondary Schools; especially qualified in English Language and Literature; Late Student of King's College for Women, Cambridge Teachers' Certificate. — C. H. L. HONS, Miss E. Clarke, 35 St. George's Square, S.W.

GENTLEMAN (45; R.C.) seeks

post as FRENCH TEACHER, with Elementary German. Certificat des Etudes Françaises. Disciplinarian and highest references. Address H. G., c/o Burns & Oates, 28 Orchard Street, London, W.

YOUNG German Lady, certified

Teacher for French, English, German, desires situation in School or family. Apply to Fraulein WARBURG, Altona Elbe, Palmallee 511.

MATHEMATICAL and CLASSICAL

MISTRESS, B.A. London, requires re-engagement, non-resident, in September. England only. Subsidiary subject: German. Address—D.H., c/o Mrs. Inkert, 8 Cathedral Close, Exeter.

A.R.C.M. desires post in School

as Resident JUNIOR MUSIC MISTRESS. Piano, Theory, Harmony. French and German acquired abroad. Experience 3 years. Salary £40-55.—HISZELL NEWMAN, Parkstone, Dorset.

L.R.A.M. wishes re-engagement in

Young Ladies' School, to teach Pianoforte, Harmony, Form, Theory, Class Singing, and Organ. Resident or Non-resident. Pupils prepared for R.A.M. Examinations (Matthew Method). — Miss CAMILL, 24 Gracedale Road, Streatham, S.W.

MUSIC MISTRESS requires

visiting or non-resident school appointment (September). London district preferred. L.R.A.M.; gold medalist, Singing, A.R.C.M.; gold medalist, Piano; silver medalist, Violin and Harmony. Fourteen years' experience. Successful with candidates all grades Associated Board Examinations. — Miss SKELL, 10 New Fildbrook Road, Leytonstone.

YOUNG Lady, educated in High

Schools, can correspond in French and German, excellent Shorthand, Typewriting, Book-keeping, experienced in County Education Office, desires position as SECRETARY to Principal of School. Address Miss BAKER, Springfield Road, Leicester.

MUSIC MISTRESS, A.T.C.L.,

strongly recommended by Head Mistress as excellent teacher and performer. Also Class Singing. Can give help in Kindergarten, Needlework, Book-keeping, Secretarial work. Good disciplinarian. Apply — Miss MACK, M.A., High School, Alderley Edge.

Telephone:
7021 Gerrard.

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SPECIAL NOTICE TO VENDORS.

As Messrs. GRIFFITHS, SMITH, POWELL & SMITH have at all times the names of a large number of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can readily effect a sale of any desirable Property they may be instructed to dispose of. All instructions receive the personal attention of one of the Partners of the firm.

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Applications from intending purchasers are solicited for the following properties:—

GIRLS' SCHOOLS.

HOME COUNTY. — High-Class

BOARDING AND DAY SCHOOL in very prosperous town. Gross receipts for past year £1,262. Net profit about £300. Number of Boarders 8. Terms from £30 to £15 per term. 40 Day Pupils and over 50 Pupils attend for special subjects. Fine house standing in its own grounds. Goodwill only £250.—No. 1,737.

KENT (Seaside). — First-Class BOARDING AND DAY SCHOOL. Net profits about £500. Number of Boarders 18 and 10 Day Pupils. Very fine premises in exceptional position. Goodwill by capitulation fee. Furniture at valuation or by arrangement.—No. 1,658.

NORTH WEST COAST. — BOARDING AND DAY SCHOOL FOR GIRLS. Gross income over £2,000. Net £600. Number of Boarders 30, and 30 Day Pupils. Exceptional opportunity of securing a School in flourishing condition at a nominal price, viz., £600 for Goodwill. School plant at valuation. Splendid premises and grounds.—No. 1,656.

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with Preparatory Departments. 148 Pupils. Gross receipts for past year £1,128. Net profits £300. Rent of premises specially built for a School, £120. Price for goodwill and valuable plant (if purchased at once) only £570.—No. 1,736.

SOUTH COAST. — PARTNER-SHIP IN FIRST-CLASS SCHOOL. Gross receipts about £2,500, net income fairly considerable. About £1,000 is asked for a two-fifths share. The whole purchase money need not be paid down. Very fine premises.—No. 1,735.

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CHESHIRE — GIRLS' HIGH CLASS BOARDING AND DAY SCHOOL. — Gross receipts past year £1,405. 5s. 5d. Number of Boarders 6 and 34 Day pupils—17 of whom are Day Boarders. Goodwill £300. or Vendor would accept 1 Term's fees on all pupils transferred.—No. 1,764.

WEST OF ENGLAND. — GIRLS' BOARDING AND DAY SCHOOL, with a class for little Boys. Number of Boarders 8 and 42 Day

Pupils. Price for goodwill, household and School furniture, £300. Only £100 need be paid down on possession.—No. 1,763.

BOYS' SCHOOLS.

MIDLANDS. — Successful DUAL SCHOOL. Net profits for 1910, £378, and for 1911, £392. No. of Day Pupils, 92. Price for goodwill, £750. Excellent premises with private dwelling house.—No. 6,055.

MIDLANDS. — FIRST CLASS PREPARATORY SCHOOL FOR BOYS. Gross receipts about £3,000. Net about £1,000. Exceptionally fine premises. Extensive grounds. Price for the Freehold, £12,000. Goodwill, £2,000. A fairly large sum could be raised on mortgage.—No. 6,050.

CHESHIRE (Seaside). — PART-NERSHIP IN BOYS' BOARDING AND DAY SCHOOL. Gross receipts past year about £880. Number of Boarders 17 and 10 Day Pupils. Price for half share of goodwill, school and household furniture, only £340.—No. 6,057.

KENT (Seaside). — BOARDING AND DAY SCHOOL FOR BOYS. Almost entirely Preparatory. Income about £2,200. Net profit about £500. Number of Boarders 30 and a few Day Pupils. Price for goodwill, £800. Furniture optional.—No. 6,054.

SURREY. — Partnership in first-class PRIVATE SCHOOL, established many years. Excellent premises and grounds. Reasonable terms will be accepted.—No. 6,052.

These School and Teachers' Advertisements are continued from page 407.

EXPERIENCED MUSIC

MISTRESS, A.R.C.M., requires visiting appointments in Schools near London. Pianoforte, Harmony, Theory, Class Singing. Examination successes. Address—No. 9,329.*

HOUSEKEEPER or HOUSE-

KEEPER-MATRON. Gentlewoman, well-trained, thoroughly experienced worker, seeks reappointment (September), college, good school, or school boarding-house. Boys or girls. Good nurse. Best credentials. Address—No. 9,330.*

POST as HOUSE MISTRESS

or FORM MISTRESS, with supervision of Boarders. Eleven years' experience. Has prepared for Oxford and Cambridge Locals. Holds London Matriculation Certificate. Subjects: English, Latin, Mathematics, French, Music, Needlework. Address—No. 9,331.*

EXPERIENCED ENGLISH

MISTRESS (Cambridge Higher Local). Advanced Mathematics, Botany, History, English, also French, Scripture, Junior Latin, Drill. Seeks post end of June. England or abroad. Preparation for Examinations. Address—No. 9,333.*

SWEDISH Lady, qualified in

Gymnastics and Massage. University trained, one year's experience in German hospital, desires situation in private family or School. Address—No. 9,366.*

LADY desires post as GOVER-

NESS-MATRON in Boys' School (September). Eight years' experience. Excellent testimonials. Good Music. No agents. Address—No. 9,335.*

EXPERIENCED MISTRESS

(Cert. London Matric.) requires re-engagement in September in a Girls' School. Subjects: Mathematics, English, Latin. Willing to supervise Hockey.—WADLAND, 79 Palmerston Road, Bowes Park, N.

FRENCH Lady, diplomée, seeks engagement in Public School. High School experience. References. Address—No. 9,336.*

EXPERIENCED FRENCH

MISTRESS, good disciplinarian, three years' London High School, wishes similar post or in good private School, September. Prepares for examinations. Gives Private Lessons in Literature, Conversation, &c. High references. Address—No. 9,338.*

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MISTRESS desires re-engagement in September to teach Pianoforte, Harmony, Form, Theory, Class and Elementary Solo Singing. (Drawing and Painting if required).—Miss DAY, The Flags, Tarvin, near Chester.

MUSIC MISTRESS with Teachers'

Certificate of L.A.M., seeks visiting appointment in school. Newest methods in Ear Training, Sight Singing, Sight Reading, Practical Harmony, Transposition. Class and individual lessons. Recommended by Dr. Yorke Irotho. Would take supplementary work where there is already a qualified staff. Address—No. 9,339.*

GYMNASTIC MISTRESS

requires post for September. Dartford Certificate. Games, National and Morris Dancing, Curative Exercises, Swimming, Elementary Physiology and Anatomy, Hygiene. Address—No. 9,340.*

POST wanted, September, as

SCHOOL SECRETARY-ACCOUNTANT in or near London. Advertiser has had considerable educational experience in England and Colonies. Good French and German; office work thoroughly understood. Address—No. 9,343.*

AS FRENCH MISTRESS.—Tall,

bright, ladylike, highly educated and certificated; excellent references. Accustomed to teach advanced pupils. Shares games and supervision.—95 F. Hooper's, 13 Regent Street, London. List gratis. Introduction free. Established 1881. Schools recommended and transferred. No charge to purchasers.

REQUIRED, post as JUNIOR

MISTRESS. Senior Oxford Certificate, one Group Higher Local. Usual subjects and French. Seven years' experience in large school. Non-resident preferred.—SPENCER, 2 Kyrle Road, Wandsworth Common.

NORTH GERMAN, 21, very good

education, seeks post in school or family. Small salary or mutual terms. Speaks English and French. Excellent refs.—HANS B., Görresstrasse 110/1, links, München, Germany.

YOUNG French Lady wishes to

look after young ladies or children, in a family or school, without salary. Seaside or country preferred. Can give English references.—WALFARD, Rue Buiette, Reims, France.

TRAINED MUSIC MISTRESS

seeks visiting appointment in School. Ear Training, Class Singing, Piano, &c. Experienced Prepares for Examinations. Would teach English or Arithmetic to Juniors. Address—No. 9,345.*

EXPERIENCED SCHOOL

SECRETARY wishes for post in September. Shorthand, Typewriting, and German. Address—No. 9,352.*

HOLIDAY engagement required

for August, as SECRETARY, TRAVELING COMPANION, or GOVERNESS, to travel on Continent, preferably Germany. Age 22. Holds secretarial post in Private School.—Miss CARPENTER, Balfour School, Sedburgh, Yorkshire.

POST wanted in September in or

near Liverpool by MISTRESS with Higher National Froebel Union and Cambridge Higher Local Honours Certificates. Good experience. Three years public High School. Address—No. 9,363.*

SWEDISH GYMNASTIC AND

DANCING MISTRESS requires Post, September, in England, Germany, or Switzerland. No hockey. Good experience. Age 30. Churchwoman. Good school essential. Address—No. 9,367.*

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Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge. A List of Immediate and September Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 413.

SOHOLASTIO.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

A List of Immediate and September Vacancies will be forwarded in due course to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 408 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

PRINCIPAL warmly recommends

clever FOREIGN GOVERNESS (England or abroad). Fluent French, German, Needlework, good Games (tennis, hockey, cricket). Thoroughly accustomed to School routine.—28F, Hooper's, 13 Regent Street, London. Many highly qualified teachers. Head Mistresses invited to make known requirements early to secure good selection. Established 1881.

L.R.A.M. seeks re-engagement.

Pupil of Matthay. 2 years in Germany. Public and Private School experience. Many examination successes. Excellent testimonials.—M., Astoncroft, Chase Court Gardens, Enfield.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

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STUDENT-TEACHER (Resident)

Wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

LIVERPOOL EDUCATION COMMITTEE.

QUEEN MARY HIGH SCHOOL. Required, in September next, for the Queen Mary High School for Girls, a CLASSICAL MISTRESS, with English as a subsidiary subject. Applicants must hold a University Degree or its equivalent and should have successful teaching experience. Salary £120 per annum.

Special Application Forms and further particulars may be obtained from the Director of Education, 14 St Thomas Street, Liverpool, with whom the applications, accompanied by a letter of application, should be lodged not later than Thursday, June 6th.

EDWARD R. PICKMERE,
Clerk to the Local Education Authority.

THE MUNICIPAL COLLEGE, PORTSMOUTH.

ARTS AND COMMERCIAL DEPARTMENT.

APPOINTMENT OF LECTURER.

Applications are invited for the position of LECTURER in the Commercial Section of the above Department. The Candidate appointed must be able to undertake Commercial subjects in general, and Commercial French and German in particular. Salary £125, rising to £175 by £10 annual increments.

Applications, with copies only of 3 recent testimonials, must be received by Thursday, June 27th. Forms of Application and further particulars will be sent on receipt of a stamped addressed foolscap envelope, by the SECRETARY.

PORTSMOUTH EDUCATION COMMITTEE.

BOYS' SECONDARY SCHOOL.

Head Master: G. J. PARKS, D.Sc. (Lond.).

APPOINTMENT OF JUNIOR ASSISTANT MASTER.

Applications are invited for the position of a JUNIOR ASSISTANT, who must hold the Science Degree of a British University.

The Candidate appointed will be required to teach Mathematics, Physics, and Chemistry. Salary £110 per annum, increasing by £5 annually to £150, subject to satisfactory service.

Application Forms and full particulars may be obtained on forwarding a stamped addressed envelope to the SECRETARY at the Municipal College, Portsmouth.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

HABERDASHERS' ASKE'S

GIRLS' SCHOOL, ACTON, W.—Wanted, in September, a KINDERGARTEN MISTRESS and SCHOOL ACCOMPANIST. Must hold N.E.U. Higher Certificate and have good musical ability. Apply to the HEAD MISTRESS.

PENDLETON HIGH SCHOOL

FOR GIRLS, MANCHESTER.—Wanted, for September, TWO MISTRESSES to teach two at least of the following subjects:—French, German, History, Junior English, Elementary Arithmetic. Experience desirable. Salary from £110 according to qualification. Applications, with copies of testimonials, which will not be returned, should be sent at once to the HEAD MISTRESS.

GEOGRAPHY and NATURE.

STUDY MISTRESS.—Required, in September, for large Church School in Toronto. Salary £80, res. Interview London July. Apply—HEAD MISTRESS, Bishop Strachan School, Toronto, Canada.

NEWARK HIGH SCHOOL.—

TWO ASSISTANT MISTRESSES required in September. Subjects: Mathematics, History, Class Singing, and some English and French. Training or experience essential. Apply—Miss M. M. SKILES.

SEAFORD LADIES' COLLEGE.—

Wanted, in September, Resident ENGLISH MISTRESS, with History as a subsidiary subject. Degree or equivalent. Moderate Churchwoman preferred. Apply by letter, giving full details as to age, salary, experience, to the PRINCIPAL.

SOUTH AFRICA.—Wanted, for

Girls' High Schools, TWO VICE-PRINCIPALS (Ladies). Subjects: (1) Latin, History, English. Salary £180, resident. (2) Latin, French. Salary £150. Apply at once—EDUCATION, 2 Army & Navy Mansions, Victoria Street, S.W.

WANTED, for September, in

Grammar School of 150 pupils (boys and girls), ASSISTANT MASTER, Graduate, to take some French and Middle Form work. Preference given to those who have studied in France. Games a recommendation. Apply—HEADMASTER, Grammar School, Ashton-in-Makerfield.

RAINE'S FOUNDATION

(GIRLS') SCHOOL, ST. GEORGE IN THE EAST, LONDON, E.

(Secondary Day School under Board of Education Regulations.)

New School buildings are in course of erection in Arbour Square, Stepney.

Required, after the Summer Vacation, a FORM MISTRESS, specially qualified to teach French and German by the direct method. Candidates must be Graduates or must possess equivalent qualifications, and must be unmarried. Ability and willingness to assist in supervising games is desirable.

The commencing salary would not be less than at the rate of £120 per annum, payable monthly and rising by annual increments of £10 during satisfactory service to a maximum of £220 per annum. Previous successful experience in Secondary School work will be considered in fixing the initial salary.

The engagement would be terminable at a half term's notice on either side, which must be given so as to take effect at the end of a term.

Forms of Application, which should be returned before or by the 6th June, may be obtained by sending a foolscap envelope (stamped and addressed) to the PRINCIPAL, 123 Cannon Street Road, Commercial Road, London, E.

RAINE'S FOUNDATION

(BOYS') SCHOOL, ST. GEORGE IN THE EAST, LONDON, E.

(Secondary Day School under Board of Education Regulations.)

New School premises are in course of erection in Arbour Square, Stepney.

An additional FORM MASTER will be required after the Summer Vacation. Candidates must possess a University Degree or be otherwise specially qualified. Successful experience in the teaching of Handicraft, or Practical Science, or Commercial subjects, would be additional recommendation. Ability and willingness to assist in supervising Games is desirable. Good conditions of service. No evening work.

For fully qualified candidate the minimum commencing salary would be at the rate of £150 per annum, payable monthly, and rising by annual increments of £10 during satisfactory service to a maximum of £300 per annum.

The engagement would be terminable at a half term's notice on either side, so given as to take effect at the end of a term.

Forms of application, which should be returned before or by the 6th June, may be obtained by sending a foolscap envelope (stamped and addressed) to the PRINCIPAL, 123 Cannon Street Road, Commercial Road, London, E.

CHERWELL HALL SECOND-

ARY TRAINING COLLEGE, and MILHAM FORD SCHOOL, OXFORD.—Wanted, for the School, a VICE-HEADMISTRESS, salary of £300, non-resident. Also MODERN LANGUAGE MISTRESS, French and German, salary from £100 to £120 according to experience, non-resident. Also JUNIOR TUTOR and LECTURER for Cherwell Hall. Salary £100, resident. Degree and training essential in all cases. For particulars apply to the PRINCIPAL, Cherwell Hall, Oxford.

UNIVERSITY OF BRISTOL.—

Council invites applications for the post of MISTRESS of METHOD, becoming vacant in September next. Number of women students in training 125. Salary £200 per annum. Further information may be obtained from the RECTOR.

A WELL educated Girl wanted as

STUDENT TEACHER in a good, modern, private school, near London, in September. Advantages as desired are offered in return for a little help with Juniors. Pension £6.—B., 79 Palmerston Road, Bowes Park, London.

COUNTY SCHOOL FOR GIRLS,

BANGOR.—Wanted, for September, a CLASSICAL MISTRESS Tripos or Classical Honours. Greek essential. Experience or Training. Salary £120. Apply to the HEAD MISTRESS.

REQUIRED, September, GYM-

NASTIC MISTRESS. Trained pure Swedish, Hockey, Tennis, some English in Junior Form. Salary from £52 resident (£90 non-resident) according to experience. Apply—HIGH SCHOOL, LTD., Sidcup, Kent.

HANTS EDUCATION COM-

MITTEE.

WOOLSTON PUPIL TEACHER CENTRE.

Wanted, in September, an ASSISTANT MISTRESS, to teach especially Mathematics, salary £95. Forms of application to be returned before June 15th to D. T. COWAN, M.A., Director of Education, The Castle, Winchester.

TO ASSISTANT MISTRESSES. SEPTEMBER VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for the term commencing in September next, are invited to apply (as soon as possible) to **Messrs. Griffiths, Smith, Powell & Smith**, who will furnish details of all the best vacancies in Public and Private Schools. Address—**Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.**

N.B.—Candidates should state full details as to certificates, qualifications, experience, and should enclose copies of testimonials.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL

invites applications for the following positions at the COUNTY SECONDARY SCHOOL, FULHAM:—

(1) ASSISTANT MISTRESS, specially qualified in Mathematics. Candidates must have taken honours in a final examination for a degree held by a recognised University, and must have had experience in teaching. Minimum commencing salary £120, rising to £220 by yearly increments of £10.

(2) JUNIOR FORM MISTRESS, to take charge of Form Lower 3. Salary in accordance with the Council's scale for non-graduate mistresses in secondary schools, viz., £120, rising to £180 by yearly increments of £6.

Applications must be on the official forms, to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Monday, 17th June, 1912. Every communication must be marked H.4 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.

23rd May, 1912.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL

invites applications for the position of LECTURER (man), qualified in the teaching of Geography, at the London Day Training College (a School of the University of London). Salary £250, rising to £350 by yearly increments of £10. The Lecturer appointed will be required to take part in the general work of training students in both the Elementary and Secondary departments of the College.

Applications must be on the official forms, to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Monday, 17th June, 1912. Every communication must be marked H.4 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.

25th May, 1912.

GIRLS' GRAMMAR SCHOOL,

WATFORD.—Wanted, in September, DRILLING MISTRESS two days per week; COOKERY MISTRESS four half-days per week. Both must be well qualified and experienced. Apply, after June 10th, stating age and qualifications, to HEAD MISTRESS.

VACANCY for PUPIL MISTRESS

in September. Would be required to help with Junior Residents and be prepared in return for London Matriculation, Senior Cambridge or Higher Music Examinations. Premium 8 guineas a term. Apply—SECRETARY, Edgbaston College, Bristol Road, Birmingham.

KENT EDUCATION COMMITTEE.

HIGHER EDUCATION SUB-COMMITTEE.

Applications are invited for the following appointments in certain of the County Schools for Girls:—

TONBRIDGE.

ASSISTANT MISTRESS, to take Drill and Games and also able to help with Junior English. Initial salary £110 per annum. Forms of application may be obtained from the ACTING SECRETARY, Technical Institute, Tonbridge. Applications must be returned to Miss TAYLOR, County School for Girls, Tonbridge, on or before the 15th June.

RAMSGATE.

ASSISTANT MISTRESS, specially qualified to teach English Literature and History. Latin also desirable. Degree or equivalent essential. Initial salary £100 to £120 per annum, according to qualifications and experience. Forms of application and Scale of Salaries may be obtained from Mr. A. R. R. FRANKS, Public Library, Ramsgate. Applications must be returned to Miss A. MERRYMAN, County School for Girls, Ramsgate, as soon as possible.

DARTFORD.

(1) SCIENCE MISTRESS—Subjects: Botany, Elementary Science, Geography, Elementary Mathematics. Initial salary £100 to £130 per annum, according to qualifications and experience.

(2) MISTRESS to teach Domestic Subjects: must be skilled in Cookery and in Needlework, including Dressmaking, Laundry Work and Housewifery additional qualifications. Initial salary £100 to £110 per annum, according to qualifications and experience.

(3) GYMNASIAC and GAMES MISTRESS—Swedish Drill, Games, Class Singing, Swimming, Junior Form Work. Initial salary £110 per annum.

(4) ART MISTRESS, with Kindergarten or Preparatory Class qualifications. Good Handwork. Initial salary £100 to £120, according to qualifications and experience.

Forms of application and Scale of Salaries may be obtained from the SECRETARY, County School for Girls, Dartford. Applications must be forwarded as soon as possible to Miss A. M. BRETT, County School for Girls, Dartford.

BROMLEY.

(1) SCIENCE MISTRESS—Subjects: Physics, Chemistry, and Geography. Ability to teach Physics up to the standard of University Scholarships essential. Geography on modern lines. A University Graduate with good Secondary School experience in teaching Science on a practical basis desired. Initial salary £110 to £130 per annum, according to qualifications and experience.

(2) ART MISTRESS, to take the entire Drawing of the School, together with Handwork. Experience as Form Mistress in Junior School desirable. Initial salary £100 to £120 per annum, according to qualifications and experience.

Forms of application and Scale of Salaries may be obtained from the ACTING SECRETARY, Education Offices, Bromley, Kent. Applications must be returned to Miss C. M. WATERS, County School for Girls, Bromley, Kent, on or before the 15th June.

TUNBRIDGE WELLS.

ASSISTANT MISTRESS (Trained), to teach French throughout the School, with experience of direct method. Initial salary £100 to £120 per annum, according to qualifications and experience. Forms of application and Scale of Salaries may be obtained from Dr. J. LISTER, Technical Institute, Tunbridge Wells. Applications must be returned to Miss HUGHES, County School for Girls, Tunbridge Wells, as soon as possible.

Except in the case of Gymnastic and Games Mistresses, Assistant Mistresses receive increments of £7 10s. per annum for the first two years and then £5 per annum up to the maximum of £150, with the possibility of further increments. The Scale for Gymnastic Mistresses has not been fixed.

Canvassing will be considered a disqualification.

By order of the Committee,

FRAS. W. CROOK,

Caxton House, Westminster, S.W. Secretary.

24th May, 1912.

YEOVIL HIGH SCHOOL.—

Wanted, September, MISTRESS for Science, Mathematics, Geography, Degree or equivalent. £60-£70 resident, £84-£94 non-resident. Apply—HEAD MISTRESS, giving references, particulars of education, experience, training.

REQUIRED, September 1, young

English lady in good Boarding School North Germany. Au pair. Some English teaching in exchange for German. Apply—Frau L. L. SCHULVORSHERIN, Augustenstr. 114, Rostock, Mecklenburg, Germany. English references.

KENT EDUCATION COMMITTEE.

BROMLEY LOCAL HIGHER EDUCATION SUB-COMMITTEE.

COUNTY SCHOOL FOR BOYS, BROMLEY.

Wanted, in September next, TWO ASSISTANT MASTERS.

(1) To teach German and some French. (2) To teach chiefly younger boys in General Form Subjects. Previous experience with young boys is necessary. Ability to teach Swedish Drill and Gymnastics will be a recommendation for either post. Salary £130 to £150, according to qualifications and experience, rising by £10 per annum to £200, with possibility of further increments. Forms of Application and Scale of Salaries may be obtained from the Education Offices, Bromley, Kent. Applications should be returned to the Head Master, Mr. REGINALD ARRY, County School for Boys, Bromley, Kent, not later than the 20th June, 1912.

Canvassing will be considered a disqualification. By order of the Committee.

FRAS. W. CROOK,

Caxton House, Westminster, Secretary.
24th May, 1912.

NORTHAMPTONSHIRE COUNTY COUNCIL.

COUNTY HIGH SCHOOL, WELLINGBOROUGH.

TWO ASSISTANT MISTRESSES for Mathematics and French respectively are required at the above School. In both cases an Honours Degree, or its equivalent, together with experience, is looked for, and in the case of the French Mistress residence in France. The initial salary offered is £120 per annum, non-resident. Forms of application may be obtained from the undersigned.

By order of the Governors,
County Education Offices, J. L. HOLIAND, Secretary.
Northampton.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage.

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KING, 45, BEDFORD ROW, LONDON, W.C.

PORTSMOUTH EDUCATION COMMITTEE.

DAY TRAINING COLLEGE FOR WOMEN.

Principal.—Miss E. L. WHITE, M.A. (Lond.)

APPOINTMENT OF LECTURER.

Applications are invited for the position of LECTURER in the Portsmouth Day Training College for Women. Candidates should hold Degrees or their equivalents awarded by some British University, and will be required to teach Mathematics and Geography (on modern lines). Salary £150 per annum, increasing by £10 annually to £170, subject to satisfactory service.

Application Forms and full particulars may be obtained on forwarding a stamped addressed envelope to the SECRETARY at the Municipal College, Portsmouth.

BOROUGH POLYTECHNIC

INSTITUTE—TRADE SCHOOL FOR GIRLS.—The Governors will in September require an ASSISTANT MISTRESS for 8 weekly attendances, to teach English, Industrial History and Arithmetic. Salary £110 p.a. After Easter the post will be a full time one, with salary £126, rising to £180. Full particulars and form of application can be had on sending stamped addressed envelope to the LADY SUPERINTENDENT, Borough Polytechnic, London, S.E.

MERTHYR TYDFIL INTER-MEDIATE (DUAL) SCHOOL.

Wanted, in September, a MISTRESS to teach French and Drawing. Good qualifications required in each subject, and some experience. A Degree would be a recommendation. Salary £120, rising to £150. Apply—HEAD MASTER.

COUNTY COUNCIL OF DURHAM.

STOCKTON-ON-TEES SECONDARY SCHOOL.

Wanted, after Midsummer Vacation, MISTRESS to teach History and Geography (Modern). Honours Graduate preferred. Three years successful teaching experience essential. Salary according to County Scale.

Applications, together with copies of recent testimonials, to be forwarded to me not later than June 8th, 1912.

GEORGE Y. CROSS,
Stockton Secondary and Technical School, Stockton-on-Tees. Secretary.

UNIVERSITY COLLEGE, NOTTINGHAM.

DAY TRAINING DEPARTMENT.

LECTURER IN EDUCATION.

Applications are invited for the post of LECTURER IN EDUCATION. Salary £150. Teaching experience essential. Duties commence on September 1st. Forms of application may be obtained from the REGISTRAR, to whom they are to be returned not later than June 8th.

OLDHAM EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL.

Wanted, to commence in September next:—
(1) A FORM MASTER, with special qualifications in English.

(2) A FORM MASTER, with special qualifications in Mathematics and Science.

In each case a Secondary School Diploma and musical ability are desirable.

For form of application and scale of salaries apply to me the undersigned.

J. RENNIE,
Education Offices, Union Street West, Oldham.
May 11, 1912. Secretary.

COUNTY BOROUGH OF ROTHERHAM. EDUCATION COMMITTEE.

MUNICIPAL HIGH SCHOOL FOR GIRLS.

Principal: Miss F. STRUDWICK, M.A.

Wanted, for September next:—

(1) A MODERN LANGUAGES MISTRESS, to be responsible for French throughout the School. A Modern Language Degree or its equivalent essential, also training and experience. Previous residence abroad desirable. Salary £120 to £130 per annum according to qualifications and experience.

(2) A trained experienced MISTRESS for SWEDISH GYMNASTICS and GAMES. Osterberg's Certificate preferred. Applicants must be able to help in some other form of School work, if possible with Singing. Salary £120 per annum.

Forms of application, which must be returned not later than the 5th June, 1912, may be obtained from the undersigned.

JAS. A. MAIR,
Secretary to the Education Committee.
Education Offices, Rotherham.

WANTED AT ONCE, on half terms.—Young English Girl to speak English with German pupils at Swiss School. Address—Mesdames, ASSAT-LEUBERGER, Les Colons, Paverne, Switzerland.

SENIOR FRENCH MISTRESS

Wanted, in September. Frenchwoman preferred. Public school experience and good discipline essential. Age not under 24. Salary £120. Apply—HEAD MISTRESS, Wykeston Girls' Grammar School, Leicester.

MORTIMER HOUSE SCHOOL

FOR GIRLS, CLIFTON, BRISTOL.—JUNIOR FORM MISTRESS (Higher Froebel Certificate) and DOMESTIC SCIENCE MISTRESS required, in September. Churchwoman and Gentlewoman. State age, experience, salary, and send copies of testimonials to Mrs. MARY K. HEATH.

SAFFRON WALDEN TRAINING COLLEGE FOR WOMEN, ESSEX.

Wanted, in September, TWO LECTURERS—one for Mathematics, Nature Study, General Elementary Science, and Geography; one for English Literature, Reading, Recitation, and Voice Production. Both should be able to teach the Method of their subjects, supervise work of students in Practising Schools and help in their professional training. Degree or its equivalent, training, and some experience required. Commencing salary £100, with board, residence, laundry and medical attendance. Apply—PRINCIPAL.

TO HEAD MISTRESSES.

IF YOU are changing your
GYMNASTIC TEACHER,

why not advertise in the

"Journal of Scientific Physical Training"

—which goes to 700 Swedish Gymnastic Teachers, fully qualified, College trained, and experienced?

3s. for large print in $\frac{1}{2} \times 5$ inches space.

"The Journal" is issued three times a year only, and will be out June 15th.

Apply— Mrs. IMPEY,
King's Norton,
BIRMINGHAM.

QUEEN'S COLLEGE, BARBADOS.—ASSISTANT MISTRESS

Required, in September, offering Advanced Latin, Degree or equivalent preferred. Experience and good discipline essential. Salary £120 to £130, with furnished rooms. Apply, with particulars of age, experience, other subjects offered, together with copies of testimonials, to Miss HAMPTON, S. Ursula's, Brooke Street, Holborn, E.C.

THE VICTORIA UNIVERSITY OF MANCHESTER.

The Council is about to appoint a JUNIOR ASSISTANT LECTURER in ENGLISH LITERATURE. Salary £150 per annum. Applications should be sent by June 8th to the REGISTRAR, from whom further particulars may be obtained.

ROYAL GRAMMAR SCHOOL, NEWCASTLE-UPON-TYNE.

APPOINTMENT OF HEAD MASTER.

The Governors of The Newcastle-upon-Tyne Royal Grammar School invite applications for the office of HEAD MASTER, which will be vacant at the end of the current Summer Term. The Head Master must be a graduate of some University in the United Kingdom. He will be required to reside within the neighbourhood of the School. The salary will be £1,000 per annum.

No personal canvassing will be allowed. Applications, accompanied by 25 copies of not more than 5 testimonials, should be forwarded on or before the 4th day of June, 1912, to the Clerk to the Governors (Mr. HORACE J. CRIDDELL, Solicitor), 2 Colingwood Street, Newcastle-upon-Tyne, from whom further particulars can be obtained.

THE HIGH SCHOOL FOR GIRLS, BRIDLINGTON.

Wanted, in September, fully qualified MISTRESS to take charge of the Domestic Science Work. Apply—HEAD MISTRESS.

TYPEWRITING.—Testimonials

6d. per dozen copies. MSS. 8d. per 1,000. Carbon copy 2d. Prompt and accurate work.—Miss WEST, Claremont, Gainsborough Road, North Finchley, London, N.

MERCHANT TAYLORS

SCHOOL FOR GIRLS, GREAT CROSBY, LIVERPOOL.—FORM MISTRESS required. Special subjects, History and Latin. Application to be made to the HEAD MISTRESS.

MISTRESS wanted (September).

Science, Games, Art (with Ablett's), B.A. State salary, qualifications, experience. No booking fee.—BRITISH AND FOREIGN SCHOOLS AGENCY, King Street, Manchester.

REQUIRED, in September, in a

Private School a Resident MUSIC MISTRESS, for the Piano and Class Singing. Apply to Miss STANIER, The Leas, Llanishan, near Cardiff.

NORTH WALES COUNTIES TRAINING COLLEGE COMMITTEE.

BANGOR NORMAL COLLEGE FOR THE TRAINING OF TEACHERS.

The Committee of the College require the services of a WARDEN OF WOMEN STUDENTS, to commence duties in September next.

University degree or equivalent qualification necessary.

Commencing salary £150, resident.

Form of application and particulars may be obtained from the PRINCIPAL, Normal College, Bangor, N.W.

Canvassing in any form will be a disqualification.

EVAN R. DAVIES,
Secretary to the Committee.

CHESHIRE COUNTY COUNCIL.

CREWE COUNTY SECONDARY SCHOOL.

Required, in September next, a MISTRESS specially trained for the teaching of Domestic Arts and Science in Secondary Schools. Salary £150 per annum.

Applications, with full particulars of training and experience and copies of three recent testimonials, should be sent not later than June 30th to the HEAD MASTER.

COUNTY BOROUGH OF WEST HAM.

CENTRAL SECONDARY SCHOOL (CO-EDUCATIONAL).

Tennyson Road, Stratford, E.

Required, in September, two ASSISTANT MISTRESSES. Two at least of the following subjects required:—(i) Mathematics (Modern University Training), (ii) Geography (Modern Methods), (iii) English, (iv) History.

Subsidiary subjects should be stated. Degree or equivalent, good disciplinarians: ability to take active share in girls' games.

Salary £120 to £200 by annual increments of £10.

Forms of application can be obtained from FRED E. HILLARY, Esq., 95 The Grove, Stratford, London E., to whom they should be returned by Saturday, the 15th June, 1912.

HEAD MISTRESS.

THE Governing Body of ST.

MARTIN'S HIGH SCHOOL, Charing Cross Road, W.C., invite applications for the post of HEAD MISTRESS, which will become vacant in September next.

A Scheme for the removal of the School into a suburban district has been sealed by the Board of Education, and the Governors contemplate the erection at an early date of a new school to accommodate 300 girls.

Commencing salary £900 per annum.

Candidates must be Graduates of a University of the United Kingdom, and of not more than 38 years of age.

Canvassing, direct or indirect, will be a disqualification.

Applications, together with typed copies of not more than three recent testimonials, to be sent to the HONORARY CORRESPONDENT at the School, on or before June 17th, 1912.

CHESTERFIELD HIGH

SCHOOL FOR GIRLS.—Wanted, for September, KINDERGARTEN MISTRESS. Higher Certificate, N.E.U. Some experience essential. Needlework a recommendation. Initial salary £110, non-resident. Apply, stating age and present salary, to the HEAD MISTRESS.

MODERN LANGUAGE MIS-

TRESS (French and German), wanted in September. Degree or equivalent necessary, also training or experience. Apply to HEAD MISTRESS, Croydon High School, Wellesley Road, Croydon.

JUNIOR MASTER required, in

September next. Geography throughout (modern methods), or Junior French and Geography, Sports. Junior English also desirable. £70 to £80. Apply, by June 10th to HEAD MASTER, Bridport Secondary School, Dorset.

WANTED to leave England in

August Resident SENIOR MISTRESS, for Private School in Vancouver, B.C. Subjects: Modern Languages, English Literature. Good experience or training necessary. Salary about £100, according to qualifications. Passage out paid. Mr. JONES, 231 King Street, Manchester.

STUDENT-TEACHER required,

for September, to prepare for Cambridge Higher Local or A.R.C.M. Should be musical, fond of games. Premium £20 per annum. Miss SKELTON, Ph.D., Bahol School, Sedburgh, Yorkshire.

BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON). YORK PLACE, BAKER STREET, LONDON, W.

The Council are about to appoint a SECRETARY to the Principal. The appointment will take effect in September next.

University training and knowledge of Secretarial work essential.

Six copies of Applications, from women only, and of not more than three recent testimonials, should be sent, not later than June 15th, to the undersigned, from whom further particulars may be obtained.

ETHEL T. MCKNIGHT,
Secretary of Council.

BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON). YORK PLACE, BAKER STREET, W.

DEPARTMENT OF SECONDARY TRAINING.

The Council will shortly proceed to appoint an ASSISTANT LECTURER in the Training Department. The appointment will take effect at the beginning of the Michaelmas term, 1912.

The Assistant Lecturer will be required to lecture on the method and to superintend the practice of Modern Language teaching of the Students of the Department.

Thirty copies of applications and of not more than three recent testimonials should be sent, not later than June 15th, to the undersigned, from whom further particulars may be obtained.

ETHEL T. MCKNIGHT,
Secretary of Council.

COUNTY BOROUGH OF SUNDERLAND. EDUCATION COMMITTEE.

BEDE COLLEGIATE GIRLS' SCHOOL.
Head Mistress: Miss M. E. BOON, M.A.

Wanted, in September next, two Assistant Mistresses:—

- (1) A CLASSICAL MISTRESS, with Honours Degree or its equivalent, who is also able to teach some History or English.
- (2) A Trained JUNIOR FORM MISTRESS, who has special qualifications for Lower School work.

Candidates for both positions should have had experience in good Secondary Schools.

Salary £100 to £150 per annum. In fixing the initial salary the Governors will pay due regard to experience and qualifications.

Form of Application and Scale of Salary may be obtained from the undersigned, to whom applications should be forwarded as soon as possible.

HERBERT REED,
Assistant Clerk.

Education Department, Sunderland.
23rd May, 1912.

WAREHOUSEMEN, CLERKS AND DRAPERS' SCHOOLS, PURLEY, SURREY.—A HEAD MISTRESS is wanted for the Girls' School (112 Girls), to commence duties early in August next. Applicants (between the age of 25 and 35) should have a degree in one of the British Universities. Boarding school experience desirable. Commencing salary £130 per annum, with board-residence, medical attendance, and laundry. The necessary Form of Application, with particulars and a list of chief duties, will be forwarded by the undersigned upon receipt (by post) of a stamped addressed foolscap envelope.—By order, G. FRANK RIDLEY, Secretary, Offices, 4 Ludgate Hill, London, E.C.

BATLEY GIRLS' GRAMMAR SCHOOL.

Head Mistress: Miss D. L. BAKWELL.

Wanted, on September 19th, 1912, an ASSISTANT MISTRESS for Form I and Needlework: Froebel Certificate desirable, good qualifications for needlework essential. Salary £80 per annum. Form of application (which must be returned to me not later than Monday, June 10th, 1912) may be obtained on receipt of a stamped addressed envelope from

G. R. H. DANBY, M.A.,
Education Offices, Batley, Secretary and Director.
May 21, 1912.

CUMBERLAND EDUCATION COMMITTEE.

THE COUNTY HIGH SCHOOL FOR GIRLS, CARLISLE.

Wanted, in September, DOMESTIC SCIENCE MISTRESS with Diploma; experience in teaching and knowledge of housekeeping. Chief subjects: Needlework, Cookery, and Hygiene. Apply to the HEAD MISTRESS.

LIVERPOOL EDUCATION COMMITTEE.

Vacancies for a FORM MASTER at the LIVERPOOL COLLEGIATE SCHOOL, and for a JUNIOR FORM MISTRESS at the AIGBURTH VALE HIGH SCHOOL.

LIVERPOOL COLLEGIATE SCHOOL.

Applications are invited for the post of FORM MASTER at the above school, which will be vacant in September next. Candidates should hold a University Degree, and be qualified to teach Latin and the General Subjects of Middle and Lower Forms, and will be expected to take an interest in the School Games. Preference will be given to a man who has musical qualifications and is able to play the Organ.

Salary at the rate of £150 per annum. Last day for receiving applications, June 13th, 1912.

AIGBURTH VALE HIGH SCHOOL FOR GIRLS.

Applications are invited for the post of JUNIOR FORM MISTRESS, which will be vacant in September next, at the above School. Candidates should hold a University Degree, Higher Froebel Certificate, or other equivalent qualifications for Lower Form work, and will be required to teach Nature Study and Singing. Training and successful teaching experience essential. Salary at the rate of £110 per annum. Last day for receiving applications —June 10th, 1912.

Forms of application and further particulars may be obtained from JAMES G. LEGGE, Director of Education, 14 Sir Thomas Street, Liverpool, to whom applications, accompanied by a letter of application, should be forwarded.

EDWARD R. PICKMERE,
Clerk to the Local Education Authority.

PRESTON EDUCATION COMMITTEE.

THE PARK SECONDARY SCHOOL FOR GIRLS.

Wanted, in September, a well-qualified MISTRESS to teach French. Degree and experience desirable. Salary according to qualification and experience.

Forms of application may be obtained from the DIRECTOR OF EDUCATION, 48 Lancaster Road, Preston.

BOROUGH OF BARROW-IN-FURNESS.

MUNICIPAL SECONDARY SCHOOL FOR BOYS.

Wanted, to commence duties in September next,

- (1) A FORM MASTER, specially qualified in History and English;
- (2) A FORM MASTER, qualified to give sound instruction in French (Oral Method).

Salary £120 to £180 per annum. In fixing the commencing salary, the Governors will pay due regard to qualifications and experience.

Forms of Application and further particulars as to duties, &c., may be obtained from the DIRECTOR OF EDUCATION, Town Hall.

By order, L. HEWLETT, Town Clerk and Clerk to the Local Education Authority.
Town Hall, 23rd May, 1912.

TYPEWRITING.

MANUSCRIPT, 8d. per 1,000 words. Testimonials 6d. per dozen. Perfect work and promptness guaranteed. J. AN THORNTON, 6 Victoria Parade, Church End, Finchley, N.

ASSISTANT MISTRESS required, for September, to teach Junior Forms English, French, Welsh. Experience preferred. Salary, £120, rising £5 annually according to scale. Apply—Miss LLOYD, County School, Penarth, Glamorgan.

COUNTY COUNCIL OF DURHAM.

HIGH SCHOOL FOR GIRLS, DARLINGTON.

Wanted, for September, Two ASSISTANT MISTRESSES, non-resident, to take the Mathematics and Latin of the School and some English. Degree and training desirable. Salary according to qualifications and experience. Apply to the HEAD MISTRESS.

ASSISTANT MISTRESS wanted in September for advanced Mathematics, Botany, and Chemistry. Graduate, trained or experienced.—HEAD MISTRESS, Girls' County School, Brecon.

CRAIGMOUNT SCHOOL, EDINBURGH.—Wanted, in October, FORM MISTRESS (Resident), qualified to teach English and French. Experience essential. Apply—HEAD MISTRESS.

GRAHAMSTOWN, SOUTH AFRICA.

—Wanted, for Girls' High School, a Resident MISTRESS to teach advanced Botany, junior Latin and English. Applicants must be over 30 years of age. Salary £110 resident. Good experience essential. Nonconformist. Mistress appointed must sail end of July. Passage paid on three years' engagement.—Apply to Miss TREW, Queenswood, Clapham Park, S.W.

CENTRAL FOUNDATION

SCHOOL, Cowper Street, City Road, E.C.—Two Posts will be vacant next September. (a) The SECOND MASTERSHIP. Candidates must have taken Mathematical Honours and had good experience. Salary £240, rising by £10 a year to £350 (first increase January, 1914). (b) An ASSISTANT MASTERSHIP. Candidates must be well qualified in Chemistry. Salary (L.C.C. scale) £150, rising by £10 a year to £300 (first increase January, 1914). A higher commencing salary might be paid to a candidate of high qualifications and ample experience. Applicants will please state clearly whether they are offering for (a) or (b). Early application should be made to the HEAD MASTER.

WEST LEEDS HIGH SCHOOL

FOR GIRLS.—FRENCH MISTRESS required for September. Subsidiary subject: German. Resident abroad and degree or equivalent essential. Salary from £120 per annum non-resident. Application forms, which must be returned not later than 10th June, 1912, may be obtained from the undersigned.

JAMES GRAHAM,
Secretary for Education.
Education Offices,
Calverley Street, Leeds.

ALDERSHOT AND COUNTY

SECONDARY SCHOOL AND PUPIL-TEACHER CENTRE FOR BOYS AND GIRLS.

Wanted for the above School, to open in September, a HEAD MASTER, who must be a Graduate of a British University or hold equivalent qualifications. Commencing salary £250 per annum and certain capitation grants. Application to be made before June 15 on forms which may be obtained from the DIRECTOR OF EDUCATION, The Castle, Winchester.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

KING'S NORTON SECONDARY SCHOOL.

A FORM MASTER holding good qualifications in Mathematics and Science will be required in September next. Good Athletics a recommendation. Salary according to scale.

A FORM MISTRESS will also be required. Honours in English or good Mathematics, with French or Singing as subsidiary subjects. Salary according to scale.

Form of Application and Scale of Salaries may be obtained from the undersigned.

JNO. ARTHUR PALMER,
Secretary of Education.

Education Department, Edmund Street.
25th May, 1912.

NORWICH EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted for next Term:—

- (1) MIDDLE FORM MISTRESS, to teach Mathematics to "B" Forms III to V. Degree or equivalent. Some experience. Commencing salary, £110.
- (2) THIRD FORM MISTRESS, with good qualifications in Latin. Other subjects: English and Junior Needlework. Degree or equivalent. Commencing salary, £100. Training or experience.

Both Mistresses to assist with games. Applications to be made on forms, which may be obtained by sending stamped addressed foolscap envelope to the SECRETARY, Higher Education Office, Technical Institute, Norwich.

LEEDS GIRLS' HIGH SCHOOL.—Wanted, September, fully-qualified MISTRESS, to take charge of Home Arts Department. Some elementary Science desirable. Apply, before June 10 (stating full particulars), to the HEAD MISTRESS.

WANTED, in September, for Girls'

High School, Wisbech. (1) A Non-Resident ENGLISH MISTRESS. Experience and Tripos or Honour School essential. Some French. Salary £120 per annum. (2) A Non-Resident MUSIC MISTRESS for Piano and Class Singing. A.R.C.M. Salary according to experience. Apply, before June 15, to HEAD MISTRESS.

JUNIOR MISTRESS required

(September). Music, Dancing, Elementary Latin, Associated Board, and some English Certificate. Full particulars—education, experience, references, photo—with first application.—PRINCIPAL, Rudyard Preparatory School, St. Austell.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH AND FORM MISTRESS-SHIPS.

Assistant Mistress for County School near London. History chief subject. Degree or equivalent certificates necessary. Salary £130 non-resident.—No. 509.

Assistant Mistress to take Geography and assist with History and other subjects. Salary £120 non-resident.—No. 506 A.

Mistress for important Day School, to take Class Singing, English, and French. Salary £120 non-resident.—No. 440.

Assistant Mistress for County School for Latin and general English subjects. Games. Graduate looked for. Salary £110 non-resident.—No. 451.

Mistress for superior Boarding and Day School, to take Junior school work including Abblett's Drawing, French, Literature, and Botany if possible. Salary about £65 resident, or about £65 non-resident.—No. 481.

S. Africa—Resident Mistress, to take usual English subjects for a Junior form, Latin, and Botany. Salary £70 resident. Passage paid. Must sail end of June or early in July.—No. 459.

Vice-Principal for first-class School in the North. Would be responsible for administrative part of the work. 25 Boarders, 6 resident Mistresses. Salary £100 (or more) to a suitable candidate.—No. 409.

Constantinople—Form Mistress, to take general English subjects and Needlework. Salary £60 resident. Expenses paid.—No. 451.

Assistant Mistress for County School. French and Latin up to scholarship standard. Salary £110 to £140 non-resident according to qualifications, &c.—No. 415.

Australia Mistress to take as many as possible of the following:—Shorthand, Book-keeping, Typewriting, Gymnastics, Drill, Theory, Harmony, Class Singing. Salary about £100 resident. Passage paid.—No. 434.

Constantinople—House Mistress to take charge and management of School house. Experience in sick nursing. Knowledge of French required. Salary £60 resident. Expenses paid.—No. 449.

Assistant Mistress for High School. Graduate or Inter. Arts desired. Classics and Mathematics. Fair salary to suitable lady.—No. 496.

History Mistress for important Boarding and Day School near London. Graduate desired. Roman Catholic essential. Salary £65 resident.—No. 511.

Experienced Mistress for Secondary School to take Classics. Must have good qualifications. Commencing salary £90 non-resident.—No. 514.

English Mistress to take English, French, Arithmetic, and Mathematics. Must hold a degree and be able to take English Language and Literature throughout the School. Salary £60 resident.—No. 423.

Assistant Mistress for high-class Boarding School on South Coast. Modern Geography, History, Composition, Junior Arithmetic, and Games. Salary £50 resident.—No. 479.

Two Form Mistresses for important Secondary School. General form subjects. Salaries £110 non-resident.—No. 517.

Geography Mistress for important Boarding and Day School. Graduate desired. Roman Catholic essential. Salary £65 resident.—No. 512.

Two Mistresses to take between them modern Geography, Mathematics, French, and elementary Drill. Salaries £50 resident.—No. 420.

Mistress for high-class School near London. Mathematics and general English. Some knowledge of German and French. Experience necessary. Salary up to £65 resident.—No. 513.

English Mistress for high-class School at Seaside. Thorough English and Arithmetic. Games. Salary £55 resident.—No. 404.

Assistant Mistress for important Boarding School. Mathematics, English, Literature, and Games. Salary £60 resident, or £100 non-resident.—No. 519.

SCIENCE AND MATHEMATICAL MISTRESS-SHIPS.

Mistress for Day Training College, to teach Mathematics, Geography on modern lines. Graduate desired. Salary £150 non-resident.—No. 475.

Science Mistress for County School near London, to take Botany principally. Dekree desired. Salary £130 non-resident.—No. 508.

Mathematical Mistress for important High School. Cambridge degree preferred. Salary £120 non-resident.—No. 438.

Mathematical Mistress for County School near London. Mathematics and Geography. Salary £110 non-resident.—No. 501.

Science and Mathematical Mistress for important High School, to take Science and Mathematics throughout the School. Dekree or equivalent Certificates necessary. Salary about £70 resident or about £94 non-resident.—No. 498.

Science Mistress for high-class Girls' Boarding School. Biology, Botany, and some Mathematics. Graduate preferred. Salary from £70 upwards resident.—No. 492.

Science Mistress for important Secondary School. Must have good qualifications. Salary £125 non-resident.—No. 515.

Science Mistress for Secondary School. Botany, Chemistry, and Physics. Commencing salary £70 resident.—No. 399.

Mistress for Secondary Day School. Mathematics, Physics, Chemistry, Geography, and Hygiene. Graduate desired. Roman Catholic essential. Salary £80 non-resident.—No. 411.

Science Mistress for high-class School. Good Botany, Chemistry, Physics, and modern Geography. B.Sc. desired. Salary about £70 resident.—No. 483.

Science and Mathematical Mistress for Day School in Ireland. Graduate desired. Salary £80 non-resident.—No. 523.

Mathematical Mistress for Boarding and Day School. Mathematics and Geography. Graduate desired. £60 resident.—No. 522.

MODERN LANGUAGE MISTRESS-SHIPS.

Mistress for County School near London. Special qualifications in French. Form subjects also required. Salary £120 non-resident.—No. 507.

Mistress for County School in Kent. Good German and assist with French. Salary £130 non-resident.—No. 505.

Mistress for Church of England Secondary School. Special qualifications in French. Graduate desired. Salary £120 to £140 non-resident.—No. 442.

Mistress for important High School. Thorough French necessary. Salary £100 to £120 non-resident.—No. 439.

Mistress for large middle-class Boarding School near London. French on modern lines, with some other subjects. Salary about £65 resident.—No. 473.

Mistress for County School near London. French (acquired abroad) and assist with English. Salary £120 non-resident.—No. 506.

Constantinople—Junior French Mistress for important High School. Salary £50 resident and expenses paid.—No. 488.

MUSIC MISTRESS-SHIPS.

Mistress for important School. L.R.A.M. or A.R.C.M. desired. Piano and some Violin. Commencing salary £60 resident.—No. 463.

Mistress for high-class School. Good Violin and Junior Piano. Fair Salary to suitable lady. No. 468.

Mistress, to teach Piano, Violin or Singing, Theory, and Harmony. L.R.A.M. or A.R.C.M. looked for. Salary £50 resident.—No. 470.

Mistress for High School. L.R.A.M. desired. Theory and Class Singing. Should be able to take students to L.R.A.M. both in Piano and paper work. Fair salary, resident.—No. 464.

KINDERGARTEN MISTRESS-SHIPS.

Mistress for Secondary School. Should hold Higher N.F.U. Certificate. Ordinary Junior form subjects, with Nature Study, Needlework, and Drill. Salary £100 non-resident.—No. 461.

Mistress for good School. Must be experienced in the Training of Students. Should be able to offer some of the following:—Music, Drawing, Botany, or elementary Experimental Science. Salary £90 non-resident.—No. 428.

Mistress to take Kindergarten, Abblett's Drawing, elementary French, Literature, and Botany. Salary up to £65 resident, or about £105 non-resident.—No. 481.

Constantinople.—Experienced Kindergarten Mistress for important High School. Salary £55 resident. Expenses paid.—No. 452.

Kindergarten Mistress with Higher Froebel Certificate. Handwork and able to assist with Drawing. Salary about £45 resident.—No. 457.

Mistress for Form I. Froebel Certificate desired. Must be able to take good needlework. Salary £80 non-resident.—No. 526.

Kindergarten Mistress for Day School in Ireland. Should have good Certificate. Fair salary.—No. 525.

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REQUIRED, a VICE-PRINCIPAL for a Government Girls' High School in a CAPETOWN SUBURB, SOUTH AFRICA. Subjects: English, History, and Latin. Degree (or Oxford or Cambridge equivalent), training, and experience essential. Salary £180, with residence. Outward passage paid on 3 years' agreement. The Principal is a Degree-certified Student of Girton College, the School is of high standing, and the conditions are exceptionally good. Apply immediately, giving full particulars—age, education, experience, &c., to Miss GRUNER, 59 Cambridge Street, Hyde Park, W. A.U.W.T. Members are specially invited to apply.

REQUIRED for the GIRLS' COLLEGIATE SCHOOL (Government High School), PORT ELIZABETH, CAPE COLONY, a FORM MISTRESS, preferably with a Science Degree, to teach Botany, Nature Study, and Geography. A Degree (or Oxford or Cambridge equivalent), training, and experience essential. Salary £130, with board, residence, and laundry during School terms. Passage out paid on a three years' agreement. The School is of high standing and the conditions are good. Apply, giving full particulars—age, education, experience, &c., to Miss GRUNER, 59 Cambridge Street, Hyde Park, W. A.U.W.T. Members are specially invited to apply.

REQUIRED for the GIRLS' COLLEGIATE SCHOOL (Government High School), PORT ELIZABETH, CAPE COLONY, a FORM MISTRESS, to teach Arithmetic in the Upper and Middle School and to help with Elementary Mathematics. Degree (or Oxford or Cambridge equivalent), training, and experience essential. Salary £120, with board, residence, and laundry during School term, or £170 non-resident. Passage out paid on condition of a three years' agreement. The School is of high standing and the conditions are good. Apply, giving full particulars—age, education, experience, &c., to Miss GRUNER, 59 Cambridge Street, Hyde Park, W. A.U.W.T. Members are specially invited to apply.

REQUIRED for the GIRLS' COLLEGIATE SCHOOL (Government High School), PORT ELIZABETH, CAPE COLONY, an additional MUSIC MISTRESS, L.R.A.M. or A.R.C.M., to teach the Pianoforte. Must be a good performer. Good experience and success in teaching essential. Salary £130, with board, residence, and laundry during school terms, or £180 non-resident. Passage paid on three years' agreement. The School is of high standing. To sail in September. Apply in writing, giving full particulars—age, education, experience, &c., to Miss GRUNER, 59 Cambridge Street, Hyde Park, W.

SECOND ASSISTANT SECRETARY required in June. Good typewriting, shorthand, clerical work, and ability to undertake Book-keeping and Accounts. Apply in writing, giving full particulars—age, education, training, &c., to Miss GRUNER, Association of University Women Teachers, 59 Cambridge Street, Hyde Park, W. Only suitable applications will be considered and acknowledged.

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Wanted, in October, ASSISTANT MISTRESS, qualified to teach Geography throughout the School, with supplementary Middle Form subjects. Training essential. Salary, £120 to £130. Also SENIOR FRENCH MISTRESS. Good degree, training, and experience essential. Salary, £120 to £130. Also SENIOR FRENCH MISTRESS. Good degree, training, and experience essential. Salary £120 to £130. Particulars and application forms from the HEAD MISTRESS, 5 Melville Street.

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A LADY as HOUSEMISTRESS and MATRON required, in September, for a large Girls' Boarding School an hour from London. Some experience of high-class school work necessary. Girls' Sewing Maid under her. Please state salary asked and exact details of experience. Address—No. 9,332.*

SCIENCE MISTRESS, in Sep- tember, Public Secondary School. Age over 25. Salary £130. Chemistry, Physics, Geography, Mathematics. Address—No. 9,341.*

MUSIC MISTRESS required, in September, about four hours daily, in Private School near Liverpool. L.R.A.M. Piano, Theory, Harmony. Preparation for Examinations. Matthay system or Curwen Method desirable. Address—No. 9,342.*

WANTED, in September, in Public School, Non-resident MISTRESS. (1) French. Degree, residence abroad and training or experience essential. Good initial salary. (2) Swedish Drill, Games, remedial exercises. Apply, with testimonials and full details, to Address—No. 9,344.*

RESIDENT ENGLISH MIS- TRESS wanted in good Private School. Must have had some experience. B.A. or equivalent. Essential subjects: Mathematics, Latin, Botany, &c. Apply, stating full age, salary, experience, and references. Address—No. 9,348.*

WANTED, in September, a RESI- DENT TEACHER OF FRENCH. Certificated, and residence abroad. Drawing, or some Junior English subjects, secondary subject. Apply, stating full age, salary, and experience—No. 9,349.*

REQUIRED, in September, for a large Endowed High School for Girls, a FORM MISTRESS. Degree and good experience essential. Special subjects: English and Latin. Apply, with full details and copies of testimonials, not later than June 10, to—No. 9,350.*

SENIOR ASSISTANT MIS- TRESS required, for September, in good School in London suburb. University degree in History or Literature. Able to teach Geography. Churchwoman. Salary, £70 resident. Address—No. 9,351.*

WANTED, September, KINDER- GARTEN AND TRANSITION MIS- TRESS. non-resident (chiefly mornings), Church- woman, for good-class Private School, London. Certificated, experienced, and musical. State salary and full particulars. Address—No. 9,359.*

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WANTED, MUSIC STUDENT in good School. Exceptionally good pre- paration for L.R.A.M. given. Address—No. 9,347.*

RESIDENT MISTRESS required, in September, to teach English Literature and French; Cambridge Tripos preferred, or St. Andrews Degree. Preparation for Higher Local. Large Girls' Boarding School in Surrey. Resident salary from £80. Address—No. 9,356.*

MATHEMATICAL MISTRESS required in September for large Private School near London. Cambridge, Oxford, or London Degree, or equivalent, essential. Salary, £90 to £100 resident, according to qualifications and experience. Address—No. 9,357.*

SCIENCE MISTRESS (non-resi- dent) wanted in Girls' High School in Liver- pool. Subjects: Botany, Zoology, Elementary Chemistry and Physics, Nature Study, and help with Junior Mathematics. Training and experience desir- able. Salary, £120. Address—No. 9,358.*

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* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

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English Mistress for Public Secondary School in the Eastern Counties, to teach English and Scripture to the Highest Forms. Mathematics a recommendation. Degree or equivalent; experience. Res. £80.—A 31579.

Senior Assistant Mistress for Public Secondary School, to teach French and English History. Degree and good experience essential. Non-res. £140 increasing.—A 31453.

Assistant Mistress for Public High School in Eastern Counties, to teach History and Geography to Upper and Middle School. Good qualifications and experience essential. Non-res. £100 to £120.—A 31564.

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Lower Form Mistress for Church of England High School, to teach also Class Singing and Pianoforte. Good secondary qualifications and experience in Junior School work essential. Non-res. £100 to £110 or more.—A 31468.

History Mistress for Girls' Public Day School in the West of England, to teach History throughout the School. Degree or equivalent; experience or training. Non-res. £110 to £120.—A 31400.

Junior Form Mistress for County Secondary School, if possible with Cambridge Higher Local, Froebel qualifications, and good experience with young children, to teach English, Arithmetic, Scripture, Nature Study, Geography, and Handwork. Non-res. £120.—A 31656.

History Mistress for high-class Private School in Home Counties. History Honour Degree and experience in high-class school essential. Churchwoman. Res. £70 to £100 or more.—A 31606.

Fourth Form Mistress for Private Boarding School on the South Coast, to teach Arithmetic, Botany, and Geography to Matriculation standard, with elementary Mathematics. Experience; Churchwoman. Res. £50 to £60.—A 31589.

CLASSICAL MISTRESSES.

Assistant Mistress for Church of England Public Boarding School on the South Coast, to teach Classics and Mathematics. Degree or other good qualifications and experience and Churchwoman essential. Res. up to £75 or more.—A 30900.

Classical Mistress for London Public School. English Honour Degree and experience essential. Games a recommendation. Non-res. £100 to £125.—A 31513.

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Mathematical Mistress for high-class Boarding School in the Home Counties. Mathematical Tripos or equivalent, experience, and Churchwoman. Able to play games. Res. £70 to £100.—A 30902.

Assistant Mistress for high-class Boarding School in the Midlands, to teach Botany for Matriculation, Modern Geography, with some Chemistry and Physics. Good qualifications and experience essential; Churchwoman. Res. £70 to £80.—A 31097.

Assistant Mistress for Public Secondary School in South Africa, to teach Botany to Matriculation standard, Junior Latin, English Grammar, and Scripture. Nonconformist and good experience essential. Res. £110 and passage.—A 30510.

Mathematical Mistress for Church of England Public Boarding School. Degree or other good qualifications in Mathematics. Experience and Churchwoman. Res. £90 to £100.—A 31267.

Assistant Mistress for Public Secondary School, to teach Mathematics and Latin to Intermediate Arts standard. Mathematical Degree and experience essential. Non-res. £130.—A 31424.

Lecturer for Day Training College on South Coast, to teach good Mathematics and Geography on modern lines. Degree, with experience and Teacher's Diploma, essential. Non-res. £150, increasing.—A 30714.

Lecturer in Botany for Training College in the Midlands. Degree, experience, Churchwoman. Res. £70 to £90.—A 31439.

Science Mistress for Public Secondary School in Surrey, to teach Chemistry, Physics, Mathematics, Geography. Degree and experience essential. Non-res. £130.—A 31619.

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Kindergarten Mistress for large Public Day School in London. Good qualifications and experience, able to accompany Class Singing. Non-res. with good salary.—B 31542.

Kindergarten Mistress for Public High School in the Eastern Counties. Higher N.F.C. Certificate and experience essential. Res. £60.—B 30579.

Junior Form Mistress for Secondary Co-educational School in Home Counties, to teach usual form subjects, with Nature Study, Needlework, and Drawing. Higher N.F.C. Certificate with experience. Non-res. £100, increasing to £140.—B 31389.

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Art Mistress for large Public School in Canada. Good qualifications and experience. Res. £100 to £120.—B 31144.

Art Mistress for Public School in Kent, to teach Drawing, Painting and Needlework. Res. £50.—B 31552.

MUSIC MISTRESSES.

Senior Music Mistress for important High School in the Eastern Counties, to teach Pianoforte, Harmony, and Class Singing, with knowledge of Ear Tests, &c. Good training. Diploma and experience essential. Non-res. £150.—B 30966.

Music Mistress for Public High School, to teach Pianoforte, Theory, and Class Singing to the whole School. Candidates should be trained to teach Pianoforte and Singing and have a Music Diploma. Churchwoman. Non-res. varying from £90 to £180 according to number of pupils.—B 31499.

Music Mistress for Training College in London, to teach Pianoforte, Theory, and able to train teachers of singing, ear-tests, etc., and play organ for chapel services. Very good qualifications and training in modern methods essential. Churchwoman. Res. £80, increasing to £100.—B 31582.

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Gymnastics Mistress for important Public School in the South-west of England, good at Games, Dancing, and Remedial work. Osterberg training essential. Res. £70 to £90.—B 31449.

TECHNICAL MISTRESS.

Domestic Science Mistress for Public High School in the Eastern Counties. Res. £60 to £80. No supervision. B 31632.

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THE FUTURE OF OUR PUBLIC SCHOOLS.

A U.U. ESSAY.

A YEAR ago an able essay read to this society dealt with the past generation, 1876-1911*; to-night I am asking you to consider what the future may look like thirty years hence, when the latest recruits of the U.U. are hoary veterans like those of us who have lived through the changes enumerated in that essay. What changes are likely to come whether we wish for them or not? What changes would we welcome, and further to the utmost of our power? What are the terrors of the timid, and what are the dreams of the daring? Will our two veteran Plantagenet foundations, together with the younger growths of Tudor times, and the later products of the Victorian era, continue to monopolize the name of Public Schools? Will this truly British anomaly survive the advance of democracy? Will our centres of secondary education continue to be divided into boarding schools and day schools, and will that division correspond, as it does roughly now, to a line of social demarcation? Will the great secondary schools continue in the main to take Classics as the foundation of their curriculum, or will these be relegated to an inferior position, and the mother tongue and modern languages, and the sciences of reason and observation, take their place in the first rank? These questions seem roughly to resolve themselves into two—first, as to residence; secondly, as to curriculum; and here, again, we may consider what is possible and what is desirable, what our successors may get, and what we should wish for them.

What is possible? Kidd in his "Social Evolution," written some twenty years ago, said that the nineteenth century had given men equal political rights: the work of the twentieth century was to consist in giving to all equal social opportunities, the English equivalent of "*la carrière ouverte aux talents*." If we accept this dictum as true it seems clearly to follow that the best secondary education must be included among these opportunities.

Assuming, then, that the democracy will have the desire and the power to obtain this, under what form will it wish to receive it? Three courses here appear to be possible. The attack on educational privilege may follow the lines of religious liberationist policy, and the public schools may be "disestablished," that is, deprived of their existing privileges and exemptions; and "disendowed," that is to say, their revenues may be made public property. Again, the public schools may be left untouched, as monuments of the obsolete or obsolescent, and a richly endowed system of secondary education, more suitable to a democratic age, may be developed out of our existing county schools. Or, lastly, the public schools may be modified by an extension to them of the free places now claimed by legal right in other secondary schools, which would obviously put an end to the social separation that at present exists, and of which Mr. G. L. Bruce and other educational experts and reformers have written in no sparing terms.

What, then, would be the attitude of the democratized public schools, or the new democratic schools, as to residence and curriculum? George Eliot once stigmatized prophecy as the most gratuitous form of folly, and so much remains to be said on these two points, under the head of "Desirability," that they may, perhaps, be prudently passed over under the head of "Possibility." Adapting the words of Clough, we may say:

There is no God, the wicked saith,
And surely it's a blessing;
For what he might have done with us
We'd better not be guessing.

It has been suggested as possible that democracy may disestablish and disendow our public schools, or endow other more modern centres of secondary education; or, again, it may claim their existing privileges for those born in humbler circumstances. But, setting aside the subsidiary changes that

might follow on these vital ones if they were forced on us from outside, I will ask you to consider the development and changes which we should regard as desirable, and which we would voluntarily promote, if it lay with us to shape the future of our public school education.

Here the first question that confronts us is that of residence. Should we wish the public schools of the future to continue, in the main, to be boarding schools, or should they develop the day-boy element? Much has been written of late by educationists, distinguished and undistinguished, on the unnatural and indefensible character of the boarding school; and, on the other hand, a few years ago a notorious halfpenny paper drew a sketch of the ideal public school, whose boys were to consist solely of boarders, while the buildings were to be situated in a lonely district, far from any town. Surely an agreement with Aristotle that virtue lies in the mean is preferable to embracing either of the extremes here recommended to us. It may be true enough that our boarding-school system is medieval in its origin, as Burke said a hundred and twenty years ago, and that ideally the child should grow up in close touch with its parents; but if, like "Candide," we have come to see that we do not live in an ideal world, we may agree with him in saying: "*Il faut cultiver notre jardin*." Many parents have neither the leisure nor the capacity to direct the education of their children, and many children are the better for the lessons of independence, and become more attached to "the kindred points of heaven and home" by the separation from the latter for two-thirds of the year, although all of us would probably regret the tendency to send children at an early age to a school so large that they are in danger of losing the individual attention that is then so needful for them. Moreover, under present conditions, parents have a considerable choice between boarding and day schools, or schools that admit day boarders; so that, on this point, we may say with Plato, *Αἰτία ἐλομένην θεὸς ἀναίτιος*, the responsibility for the choice lies with the parent.

On the other hand, the entirely isolated boarding school, which has been suggested as an ideal, seems to be a revival of a monastic type that is wholly undesirable both for masters and boys. A master at such a school would surely be Lamb's typical modern schoolmaster, obsessed by boy morning, noon, and night, and evolving the solution of every problem for his boys out of his inner consciousness, as the German once evolved the camel. He would be almost entirely cut off from adult society, with no conversation but the gossip of the common room, and none of the fresh air of the larger life of the community to save him from being mentally and morally asphyxiated. The boys, too, might be brought up among stimulating natural surroundings, but they would run the risk of becoming imbued with that spirit of selfish isolation which is a danger to the public-school boy and, through him, a danger to the country, at the present day. But, if the boarding-school system on reasonable lines is to continue during the next generation, how are we to overcome what all will, I expect, admit to be one of its chief defects—the class isolation that it so largely entails? I would answer that this might be accomplished partly by the combination of the day boy with the boarder system, and partly by an honest and united effort on the part of head masters to ensure that scholarships are awarded to boys of ability and of character, who really need them, and not to the sons of comparatively, and often positively, wealthy parents, who treat them as prizes, and sometimes use them as pocket money.

It was suggested not long ago at a well known public school that no boy should be admitted as a candidate for a scholarship whose parents did not possess at least one motor-car of twenty horse-power. This was looked upon as "a satire," but it was meant for "a serious observation" in view of recent facts. The system of free places to which I have alluded as possibly being thrust upon us from without might be developed voluntarily from within. A few years ago there existed at one public school a practice of allotting one or two free places in each boarding house to boys of character, by the choice of the house master, with the sanction of the head. It is to be regretted that the iron heel of the governing body

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crushed the life out of this tender plant, which seemed, however imperfectly, to be an embodiment of the principle which I hold to be sound. By this means the right kind of boy was assisted, and the school benefited as well, without any of the evils of early specialization and cramming entering into the question. This, no doubt, was an experiment on a small scale, but it was an experiment in the right direction. At any rate, I believe that, if the public-school system is to survive and do good work, it will have to adapt itself on these lines to the spirit of the age.

But what would we desire to see as the curriculum of the future? We live, surely, in a scientific age. Is it true that when science "comes in at the door" letters "fly out at the window"? Must we say:

Ill fares the land to hastening ills a prey,
Where things accumulate and thoughts decay.

If we turn to the men of science, to know how we are to prepare ourselves for war, their trumpets give a very uncertain voice. Prof. Ray Lankester would require all candidates for matriculation at the Universities to pass an examination in seven subjects: English, Arithmetic (with algebra and geometrical drawing), Latin, French or German, outlines of English, Roman, and Greek history (including outlines of archæology and ethnology), Chemistry (very elementary, but including some practical work), and outlines of Astronomy and Geology.

On the other hand, Prof. Punnett urges that all science should be deferred till the boy comes up to the University, stating that "the primary function of the schools, in so far as learning is concerned, should be to give a sound literary training to all alike in the earlier stages." He goes on to suggest that boys should come a year earlier to the University, and holds that "the best literary training is gained from the literature of Ancient Greece, and that this is best fitted to serve as an introduction to citizenship in the fullest sense of the word."

"In the multitude of counsellors," says the Hebrew proverb, "there is safety"; on the other hand, we may be warned by the fable of the Miller, his Son, and the Ass, and the unfortunate adventures of that well meaning but too pliable pair. In the coming generation, if the public schools survive, they will continue to send many boys to the University, yet a large number will also leave them to go out directly into practical life. But, whatever be the career for which the boys are preparing, I hold that our successors will do wisely to fight against premature specialization; they will let the literary boy have such a knowledge of the elements of science that he may be able to understand and appreciate the world of production as well as the world of speculation, and they will see that the scientific boy has such a grounding in literature that he may be able to give his thoughts lucid expression; in either case they will save him from growing into the man who, as Stevenson says, "swallows the universe like a pill."

And in dealing with literature they will not forget that "the letter killeth, but the spirit giveth life": that the true study of literature, as of history, not only sharpens the wits and develops the critical faculty, but also leads to the formation of ideals which are of infinite value to the individual, and through him to the community at large. This is being recognized at the present day, and will be recognized more clearly in the future. Less time is and will progressively be devoted to composition and verbal imitation, and more and more attention is and will be paid to intelligent and wide reading.

But what as to the vexed question between ancient and modern literature? On this topic, which might well occupy a whole essay by itself, a very few words must suffice. I think our successors will be wise to remember that the vessel they are filling is not of unbounded capacity, or, rather, that the organism they are developing is limited in its potential energy. The experience of the last quarter of a century has taught some of us that those whose mental eyes are not strong enough to bear the sunlight of the classics—and these, I believe, are a large percentage of those who come to public schools—may yet gain enough to guide them towards the Delectable Mountains by the moonlight of the literature of modern

Europe; nor need we say of them, as of Aeneas and the Sibyl, "Ibant obscuri lunae sub luce maligna."

But here I would express a hope that there will be more methodical teaching of English in the future. We all recognize the value of the mother tongue, but do we all see how its teaching has hitherto suffered from being entrusted to the ordinary well educated man? Every other department of our teaching—classics, history, modern languages, mathematics, or natural science—has its specialists; English alone is left to the tender mercies of the general practitioner. I do not say that the specialist alone should teach English, but he should be there to advise and assist and direct his colleagues, so that it may no longer be said of this subject, "Dans le pays des aveugles les borgnes sont rois." The Universities have not yet realized the need. It will be for our successors to put forward an effectual demand, and the supply will arise to meet it.

This leads me to touch briefly on a kindred subject—that of the training of teachers in general. Hitherto, its advocates have been *voces clamantium in deserto*; thirty years hence they will be regarded as the supporters of a truism. Secondary education must follow the lead of primary in this respect, and its teachers will cease as a body to be the only professional men who have had no technical training, while their profession will no longer run the risk of being regarded as the refuge of the destitute.

With the prospects of co-education I will not attempt to deal. The example of America does not seem wholly encouraging in this respect. All honour to those who have acted as pioneers in this field in our own country, but I venture to think that a more hopeful augury may be drawn from symptoms like the amalgamated debate recently held by men and women students at Oxford, and I look forward to better results from competition on parallel lines than from any possible combination of the sexes, at any rate for secondary education.

Hitherto, in speaking of the curriculum of the future, I have dealt exclusively with "music" in the Platonic sense: I will try to say a few words on the vexed question of the future of "gymnastic" in public school education. Here my hopes lie in the limitation of competition. Some of us may remember the lament of one who has now passed "beyond the veil," and become a head master, that at the school with which he was then connected racquets had been killed as a game when it was found that they could win the Public School Cup.

My meaning may be made clear by an illustration. All will admit that cricket, as now played, is for many boys a very dull form of exercise. A boy who has no hope of excelling is often condemned to play the game for a large part of his leisure time in the pleasantest part of the year, and he comes to regard it as only less ineffably tedious than compulsory attendance at chapel. An ingenious friend has proposed the following solution of the difficulty, which has been tried with excellent results. The batsman's innings is limited by time, and not by his capacity to keep up his wicket. The total score of the side is divided by the number of times that its members have been technically "out." It will be seen that this plan affords encouragement both to the "slogger" and to the patient "stone-waller," and that all have an equal opportunity of healthy enjoyment and of indulging that "genial sense of youth" which is too often lost sight of under the present system. I do not suggest that this should supersede the present plan, nor do I deny for a moment that we owe an enormous debt to our games both physically, mentally, and morally; but I throw it out as an indication of the lines on which I hope our successors will proceed in the endeavour to correct the exaggerated competition which in some games has crushed out the elements of healthy amusement and recreation.

It may be urged by some objector that, if some of the reforms indicated as realizable in the course of the next generation were put into practice, our public schools would cease to be the nurseries of English gentlemen. The question then arises whether we should say of this product "Nascitur non fit" or "Fit non nascitur." It was remarked quite recently of a

young man who was going out to mission work in Canada that he could not come from a public school because he was not a gentleman. The speaker, labouring under a common delusion, would evidently have defined a gentleman as "one who dresses for dinner and whose parents probably pay the super-tax." If our public schools thirty years hence have caused such ideas to become as extinct as the dodo, the better it will be for them and for the nation; and the trend of recent events seems to show that unless they thus move with the times they will rapidly disappear.

I am well aware that the changes suggested hitherto may be classed with what Bacon calls "vaine opinions, flattering hopes, false valuations, imaginations as one would," and that I have not indicated such changes as might turn the flank of the critics like the writer in the *Times Educational Supplement* of September 1910, who denounces our public schools as out of touch with the nation at large, their head masters as timid and ineffectual, and the assistant masters as mediocre to start with, and afterwards hopelessly deadened by years of monotonous work, with no definite taste beyond a mild liking for golf.

In reply to him I would say that I look forward to a sound and general system of inspection, which will be good for Inspectors and inspected alike: that I have great hopes of the improvement of head masters as a body from the extension of the practice of electing laymen to the most important posts, not because the layman is necessarily superior to his clerical brother, but from the obvious widening of the field of choice. I look forward also to an improvement in the position of assistant masters from the universal introduction of pension schemes, which will put them on a level with other Civil servants, and to some more equal distribution of emoluments. Having been myself what was once called a "publican" for over twenty years, it would ill become me to suggest that the incomes of my successors should be curtailed; but the limitation of the tenure of boarding houses will make succession more rapid, and the recognition of the post of house tutor, as carrying with it an additional emolument, to be supplied by the colleague whom he assists, might help to remove the present inequalities.

In more hopeful moments I even look forward to the day when those who have earned distinction in our profession may be recipients of some of those honorary titles which are showered so plentifully on those whom a well known peer has stigmatized as "conscientious mangold-wurzels." With the training of teachers, too, will come an awakening of interest in problems of life and mind, and a time when the staff of every public school will hold meetings, not to discuss the propriety of calling a woollen jersey a "sweater," but to deal with questions ranging from "Abiogenesis" to "Socialism," and from the "Letters of Queen Victoria" to the "Letters from Upton." As a further antidote to the stagnation which the writer in the *Times* professes to discover and deplore, our successors will enjoy a Sabbatical term, or a Sabbatical year, to be spent, not in lowering their handicap at golf, but in increasing their knowledge of men and life and manners by travel. The present writer feels no scruple in advocating such a reform, having himself enjoyed the privilege, now, alas! more than twenty years ago.

I have endeavoured to lift the veil that hangs over the future of our public schools, in view of what may happen against our will, and of what would happen if we could have our own way. No doubt my anticipations may be entirely falsified by the facts, as were two hasty judgments in the following case. Twenty-five years ago a boy who was fielding at long leg was condemned as a "waster" by his captain for climbing a tree in pursuit of a rare caterpillar. During the same week his essay on "England as it will appear in 1912" was condemned by his form master as belonging to the fourth class, composed of those which had neither ideas to express nor language to express them. That boy is now the man in charge of the construction of the naval base at Rosyth.

But, whether these anticipations be realized hereafter or not, I have much sympathy with Renan, when, in the preface to his last work, "Feuilles Détachées," he writes: "You

young men will live to see many problems solved, such as the development of William II and the issue of the Socialistic movement; but I have no wish to be disturbed in my grave by a whisper of their solution. The future of knowledge is secure. Error founds nothing, and no error will last long. Let us set our minds at rest. Before a thousand years are over the earth will have found the means of supplying the place of its exhausted coal, and to a certain degree the place of its diminished virtue."

THE CHARM OF THE CLASSICS.

By F. ST. JOHN THACKERAY.

BY the death of Alfred John Church literature has lost one who, if not in the highest rank of scholarship, yet deserved very highly of all lovers of the Classics. The merit claimed by Horace of playing the part of a whetstone, able to make steel sharp, though it cannot cut, he abundantly earned. His stories from Homer and Virgil and Ovid, from the Greek tragedians and from Livy, to mention only a few of his numerous books of this character, have done much to popularize Greek and Latin authors. And through them, even without a knowledge of the original languages, the genius and spirit of the Classics has been largely transmitted.

And how much does this represent! What a boon such volumes have been to countless boys and girls! How often, alas! has the experience of many been the opposite—their introduction to classical writers causing repulsion rather than attraction, and this, owing to some faulty method of imparting knowledge, some want of tact, some failure to leave the right impression at a critical time, or some fatality in leaving the wrong one, which often unfortunately becomes indelible. The debt of the last generation to such an admirable diffuser of classical lore was no slight one, and especially so at a time when study has had to contend with a powerful movement in favour of games; the cult of athletics having advanced to such a point as gravely to imperil the interests of learning, and to disturb the balance in education. The *παρρηγορ* has with far too many schoolmasters become the *εργον*. To them Plato speaks in vain, bidding them "trace out the nature of the fair and the graceful, that our young men, dwelling as it were in a healthful region, may drink in good from every quarter whence any emanation from noble works may strike upon their eye or their ear, like a gale wafting health from salubrious lands, and win them imperceptibly from their earliest childhood into resemblance, love, and harmony with the true beauty of reason."

The gradual development of a sense of charm in classical reading in a boy who has passed the first rudimentary stage is a delicate and vital part of the tutor's function. It calls for judicious treatment and generous allowance for mistakes, for encouragement far more than fault-finding. Anything like harshness, ridicule, sarcasm, or scorn will easily wither up the first openings of the flower in a young scholar. To draw out and foster the nascent intellect as much as possible, to set before it the charm of the unknown region on which it is entering, to suggest the treasures that it offers to search—how few teachers succeed in this! How few even set it before them as an object far more desirable for their pupils than a record innings at a school match, and hereafter possibly at Lords!

And how subtle are the beginnings of this sense of charm! The exact moment cannot be fixed, any more than "those blind motions of the spring that show the year is turned," or the feeling of the first stroke of the swimmer when the joy of accomplishment and the conscious sense of power have cast out fear. A day comes when the use of Liddell and Scott or the Public-school Grammar is no longer regarded as a piece of drudgery, but when they are referred to with interest for

comparison or illustration; a day when the faculty of wielding the Greek or Latin language is felt as possible, though as yet distant, and shown in composition, however crude or tentative at first; a day, above all, when we admire and love a grand passage not because we were told it is beautiful, but from our own genuine appreciation of τὸ καλόν, when the masterpieces of antiquity, speeches—e.g. in Aeschylus or Sophocles—the defeat of the Athenians in the Harbour of Syracuse, as described in the glowing words of Thucydides, or the close of the Agricola of Tacitus, fix themselves in the memory once for all, and become a veritable κτήμα ἐς αἰεί.

Is not this opening out of a new world, with all its unknown grandeur and multiform interests, and the pleasure of gradual conquest; is not the leading on of the intellect to higher and higher ground, a task at least equal to the highest training in muscular prowess, so much in fashion at the present day? It is hardly too much to say that, if in early youth this spirit of worship of mere athletic success gets hold of a boy, if he comes to regard the amusements of boyhood as the adequate end and object of his life, he is forfeiting what he would give anything hereafter to recover. He is laying up for himself a middle age of dullness and an old age devoid of the best and most soothing consolations for the inevitable decay of mere physical strength.

Highly, then, should those trainers of the young be esteemed, and steadily should they be supported, who, at the risk of losing some popularity, lay a solid and secure foundation for true literary taste, in the great models of the ancients—works not written in a hurry for people who read, if they do so at all,* in a hurry, but the outcome of extreme pains—works that are the perfection of good sense, for a want of familiarity with which nothing can compensate. These are the true benefactors of the coming generation. Not that any neglect of a due physical training, on which the stamina of our race so largely depends, is for a moment contemplated. "Il faut entretenir la vigueur du corps, pour conserver celle de l'esprit." Alfred Church was a keen and enthusiastic cricketer, but he knew how to keep his devotion to the game within proper bounds. But what is to be thought of those who, as is the practice in so many preparatory schools, in equipping their young charges for the business of life, begin by instilling into little boys scarcely taller than their pads a preposterous adoration for athletic triumphs, destined to become rooted and to last on for several decades?

What reason for wonder is there if, when no pleasure in Latin or Greek literature has been cultivated, no advance made, no zest shown, no voice heard to guide and encourage at school, there should be a movement in favour of remitting the very moderate requirements in those languages at the Little-go Examination? Masters, whose qualifications for their post have been estimated by records of a splendid innings at Lord's, "have their reward" to the full. They may turn out vigorous specimens of humanity, but it is too often at the price of starving their higher wants. They have failed to draw out of their pupils the capacity for delight in the charm of classical literature. For there is "an immortal strength in the stories of great actions"—such as those of Achilles, Prometheus, Clytemnestra, Dido, Jason, and Medea—in the fine Roman legends of the Sibylline books, of Mettus Curtius and Horatius Cocles—in the history of Hannibal and Julius Caesar, of Antonius and Cleopatra. What boy's heart is not stirred by such lines as *Διὸν ἀριστεύειν καὶ ὑπείροχον ἔμμεναι ἄλλων* or "Dulce et decorum est pro patria mori"?

Surely one chief part of a tutor's office is to set before his pupils the contemplation of noble actions, and help them towards delighting in it—to lead them on to penetrate themselves with the study of excellent models and to catch their spirit. "I know not how it is, but their commerce with the ancients appears to me to produce in those who constantly practice it a steady and composing effect upon their judgment not of literary works only, but of men and events in general."

It is now nearly sixty years since those words were written at Ambleside by Matthew Arnold.* Is their value and their truth less than it was then? Is not the lesson that they contain as much needed as ever at the present day?

ENGLISH IN SECONDARY SCHOOLS.

By FRANK J. ADKINS.

AS specialization eats ever farther and farther into the heart of the secondary school, and as the standard of attainment in every subject handed over to the specialist continues to rise, we become conscious of weaknesses in the general training of the scholar; and we shall have to consider sooner or later whether, after all, these weaknesses do not outweigh the gain in knowledge resulting from the specialist system. First, there is the disproportion and discontinuity of the boy's training; but, worse than this, one finds that not infrequently excessive application to one subject or set of subjects has so cramped a boy's general interests, so retarded the growth of his general ideas, that he becomes staid and wooden, resourceless and tongue-tied, even in the subjects in which he has specialized. Recently, for example, among a number of essays set in a scholarship examination, I came across one on "Mathematical Infinity." I asked a class which had gone far in mathematics to plot the subject out, and found, without surprise, that not one knew how to start it. I had at last, out of the fullness of my ignorance, to show these boys—clever, willing boys with real mathematical ability—how I should tackle the subject. It is with relief and satisfaction that I find the General Paper and the Essay playing a more considerable part in the award of scholarships: subjects in their settings, not only in themselves.

Specialization is for ever sending its roots deeper into the school. In his search for promising material the specialist will hunt through the forms of the junior school and net his victim while it is still unconscious of special aptitude. Thus even the youngest boys are tempted to sectionalize their work, and to develop one section at the expense of others; and if they have come from elementary schools the violence of the contrast between the methods they have been used to and those they find prevailing in their new school is not good for them. Particularly is this the case in the English subjects. Many a boy fresh from an elementary school can give points in expressing himself to boys in the sixth, and, though the aphasia of the older boys is doubtless largely due to the self-consciousness of adolescence, yet a little enforced practice in speech and writing soon produces an improvement even at the top of the school.

It would appear, then, that—at any rate, in the lower forms, and particularly when these forms are composed largely, if not entirely, of boys from the elementary schools—the English should be formative rather than informative. In the age of habit-forming it is obviously of more importance that a boy should acquire sound methods of reading, speaking, and writing—arts at the base of the whole of his subsequent work—than that he should know intimately all the notes in his particular edition of "The Lord of the Isles" or the relationships between the characters in a Shakespearean play.

If, however, we are to develop these powers we must enjoy a free hand as to the course we pursue. No supposed necessity for getting through a certain number of pages or books must prevent us from engaging in the work which, because it is fundamental, is only too likely to remain hidden from view. In other words, set books should form no part of any examination, internal or external, for junior children. The set-book papers should be replaced by tests of the pupils' power to read intelligently and critically. A piece of prose should be set for summarizing, a piece of verse for interpretation and

* J. S. Mill on Education.

* Preface to Poems, 1853.

illustration—not for paraphrase in the old, evil sense of the term, but for a free and, if possible, a critical rendering of its main themes with the thoughts they suggest as corollaries.

No reading can be regarded as thorough which is not in the nature of a constant challenge to the thought of the writer. The boys must be trained to make, whether aloud (in the earlier stages) or to themselves (in the later), a running commentary on what they read. Thus will they achieve the real end of reading, which is to "mark, learn, and inwardly digest." Each piece of poetry or book of prose has served its purpose when it has afforded this exercise, though the fact that it is more difficult to forget than to remember a passage so read might commend the method even to those who have examinations always in mind.

The training in method rather than the assimilation of matter might be carried a step further still, and if textbooks—say the history books—were read in a workmanlike way, with underlining, marginal notes, cross references, time charts, and genealogical tables made up from the text (not copied from prepared diagrams already in the book), summaries, indexes, and so forth, not only would the boys have received just the training they need, but rarely get, in the use of books—a training essential for success in the upper school, and still more in after-school study—but it is probable that their grip of the actual subject-matter of the textbook will be firmer than it would be if the history were "taught" in the usual way and "got up" as home work by each of the boys according to his lights. Although reading of this description will be slow at first, it will be sure from the beginning, and it will not be long before the pace at which it is taken accelerates of itself, without any loss of thoroughness.

"Henry V" is a play which is being a good deal studied just now, and portions of it give just the sort of practice we have in mind. "Summarize, with the text open before you, the arguments between Henry in disguise and the three soldiers on the subject of death in battle." "State Canterbury's reasons for urging Henry to war with France; what do you think of these reasons?" "What estimate do you form of Henry's character from (1) the speech in which he tells Canterbury to beware how he excites the warlike passions of the king and his people; (2) his prayer before Agincourt; (3) his comments on the list of killed, English and French; (4) his speech beginning 'Upon the king'?" Such questions naturally suggest themselves in the course of any honest and thorough reading of the Play; they prove interesting to the boys, the best of whom take them up readily, while the majority follow the resulting discussions more closely than they could follow the teacher's exposition. Such questions might therefore well form part, if not the whole, of the papers set on the Play, full credit being given for honest attempts, even if erratic. Unfortunately orthodoxy, rather than honest independence of thought, pays best in examinations; the more parrot-like you force yourself to be when answering questions the better you succeed: "All thought abandon, ye who enter here" should head each paper.

Plain texts should no longer be tabooed as dishonest, now that dictionaries, mathematical tables, and other books of reference—to say nothing of a recently issued schoolboys' diary full of tables of all sorts—are admitted; indeed, questions demanding a ready and intelligent use of the text would be of a higher type, and therefore a better test of capacity than those which can be answered entirely from memory. We should aim at testing the pupil's power of working with books—the secondary-school method—rather than the knowledge he has gained (for the moment) from books.

So much for reading. But it is clear that reading of the critical type is largely mixed up with talk, discussion, argument, amplification—all pre-eminently *social* exercises—and so we come to composition on its most natural side—namely, talk. The more boys can be made to talk, clearly, cogently, and temperately in all lessons, the better. Pedantic accuracy as regards grammar is less important than fluency and a right choice of words. The ready speaker is always at an advantage

in after life: he can stand up for himself, and, as regards composition, it is quite unusual to find a boy who speaks easily writing lame English. Indeed, if boys can be trained to say through to themselves, from beginning to end, the sentence they are about to commit to paper, their composition gains in strength and clearness at once. It is astonishing to note how freely a boy will alter his written composition as he reads it aloud when called upon to do so; and the power of self-criticism he thus exercises when it is too late he can be easily trained (by the encouragement of speech in the classroom) to apply for the prevention, rather than the cure, of faulty sentences.

But mere ease and readiness of language will never by itself produce results of any value in English composition. The value of an essay is measured by the quality of the ideas it contains. An essay full of ideas will bear successfully a considerable burden of errors in language, whereas a featureless essay gains but slight recognition, however perfect the composition may be; since in such a case the perfections are taken for granted, or at any rate their nature is not such as to arrest the reader's attention; they simply help him to discover, with the minimum of effort, the emptiness of the whole exercise: ideas of good quality are the first essential.

It is, then, useless to begin to write till one has something to write about—a platitude more honoured in the breach than in the observance—and essay planning must form a regular part of the training in English if good work is to result. But there are other values than that of mere information gathering in the planning of an essay. The one justification of an outside written examination is its test of the generalship, sense of proportion, and general level-headedness of the examinee. Many a clever boy has done badly in examinations through knowing too much of his subject, and therefore wasting time on details that are not worth setting down. A training which will enable a boy to envisage his task as a whole, deal with it proportionately, reject unnecessary detail, and finish it within a given time, is a training of self-evident value; and if his practice in skeleton essay building leads him to sketch short skeletons of every written answer he attempts, the gain to all concerned is obvious. There is no need to dwell on the moral value of a cool, deliberate attack upon a question compared with the panic-stricken plunge into the midst of it that one finds only too often in these days of over-pressure and consequent crudity.

I will conclude with a few notes of a more detailed nature. Grammatical terminology is needed for the study of foreign languages; also for the rational correction of errors in English. There is no need to shun the subject as a purely formal one: properly treated, it is full of life. Graphic analysis is one of the liveliest of school exercises, and a useful discipline in itself. As formal grammar is but rarely taught to-day in elementary schools, boys from these schools have to be taught the subject in outline from the beginning. The correction of compositions is relatively useless unless done in the presence of the writer—and while he is actually writing if possible—since so much of what we call correction is in reality the remoulding of weak sentences rather than the putting right of actual mistakes; and this remoulding is obviously most effective while the subject is still plastic, hot from the writer's brain. It is thus a good method to set the class to work on an essay previously talked over and sketched out in skeleton, and for the master to go from boy to boy as he writes. A section of the essay just done dictated occasionally extempore by the master will often give the better boys an insight into the possibilities of alternative forms of words, and will, moreover, enforce the connexion between speech and writing, to the advantage of the latter. A valuable exercise in exact expression and intensive thinking is provided by the framing of definitions, with the teacher in the part of Socrates. Professionalism, or Leisure, or Liberty, and dozens of other terms, will each give ample exercise in the fitting of thoughts with words, and the patching up, as the exercise proceeds, of the holes discovered in the earlier attempts at definition. A good definition is, moreover, an excellent launch to an essay.

The occasional reading aloud of prose of high imaginative

power, like Lord Dunsany's "Dreamer's Tales" (George Allen, 6s.), will help to strengthen the one faculty without which no essay worthy the name can be written—constructive imagination. As regards recitation, it is probably better to read over frequently a considerable number of chosen pieces than to learn laboriously, and therefore with probable disgust, a smaller number of lines. As songs are learnt by being sung, so poems will be learnt by being read, and with enjoyment all the time. There is no need to dwell upon the importance of debating societies; for there the boys learn to stimulate each other and gain ideas for themselves—*i.e.* not merely from the master. A school Shakespeare Society which presents a play once a year is most valuable. The training in elocution, deportment, and presence, as well as in co-operative effort and inventive ingenuity afforded by a school play is inestimable. We are in the midst of a dramatic revival which Mr. Galsworthy terms the "Third Renaissance." It behoves the schools to make full use of this welcome breaking down of old prejudices. But where is the time to come from for all this? It will come largely from the turning of informative lessons in literature and history into training lessons, to the ultimate gain of the subjects so converted, even from the examination point of view, and it should also come from the enlightened self-interest of the specialists, who must surely realize that a real command of the machinery of thought and expression—*i.e.* English—will increase the efficiency of their own work and put π per cent. on the value of every paper worked in their own subjects.

BOOKS OF THE MONTH.

Archæology.

- South American Archæology: an Introduction to the Archæology of the South American Continent, with special reference to the Early History of Peru. By Thomas A. Joyce, M.A. With numerous illustrations and a map. *Macmillan*, 12s. 6d. net.
- Mesopotamian Archæology: and Introduction to the Archæology of Babylonia and Assyria. By Percy S. P. Handcock, M.A. Illustrated. *Macmillan*, 12s. 6d. net.

Art.

- Eugène Delacroix. By Dorothy Bussy. Reissue. *Duckworth*, 2s. 6d. net.
- Modern Practical Design. By G. W. Rhead. *Batsford*, 7s. 6d. net.
- Catalogue of Portraits in the possession of the University, Colleges, City, and County of Oxford. Compiled by Mrs. Reginald Lane Poole. Vol. I. *Oxford University Press*, 12s. 6d. net.

Classics.

- The Iliad of Homer, Books XV and XVI. Translated into English Prose by E. H. Blakeney, M.A. *G. Bell*, 1s.
- Bell's Simplified Latin Classics.—Virgil's Athletic Sports. Selected from Virgil's "Aeneid." Edited by S. E. Winbolt, M.A.
- Râma and Homer: an Argument that in the Indian Epics Homer found the theme of his two great Poems. By Arthur Lillie. *Kegan Paul*, 5s. net.
- A Commentary on Herodotus. With Introduction and Appendixes by W. W. How and J. Wells. In 2 vols., each 7s. 6d. net. *Oxford University Press*.
- Sappho. In the Added Light of the New Fragments. By J. M. Edmonds. *Deighton Bell*, 1s. net.
- [A paper read before the Classical Society of Newnham College.]
- Augustini De Catechizandis Rudibus. Edited by W. Yorke Fausset, M.A.. Second edition. *Methuen*, 2s. 6d. net.
- The Common People of Ancient Rome. By Frank F. Abbott. *Routledge*, 6s.
- The Universities of Ancient Greece. By Dr. J. W. H. Walden. *Routledge*, 6s.
- Society and Politics in Ancient Rome. By Frank F. Abbott. *Routledge*, 6s.
- Legends of Gods and Heroes: A First Latin Reader. By T. S. Morton, M.A. *Macmillan*, 1s. 6d.

Divinity.

- The History of the People of Israel in Pre-Christian Times. By Mary Sarson and Mabel A. Phillips. *Longmans*, 4s. 6d. net.

- Rays of the Dawn; or, Fresh Teaching of some New Testament Problems. By A. Watcher. *Kegan Paul*, 3s. 6d. net.
- The Acts of the Apostles. Part I (Chapters I–XVI). Edited by the Rev. W. H. Flecker, M.A., D.C.L. *Clive*, 1s. 6d.
- The Gospel according to St. Mark. Edited by the Rev. T. Walker, M.A., and J. W. Shaker, M.A. *Clive*, 1s. 6d.

English.

- The Revised English Grammar for Beginners. By A. S. West, M.A. New edition. *Cambridge University Press*, 1s.
- Handbooks of English Literature. Edited by Prof. Hales.—The Age of Alfred. By F. J. Snell, M.A. *G. Bell*, 3s. 6d. net.
- A Book of English Essays (1600–1900). Selected by S. V. Makower and B. H. Blackwell. *Frowde*, 1s. net.
- Shakespeare's Macbeth. Edited by S. E. Goggin, M.A. *Clive*, 2s.
- Introduction to the Poets. By W. F. Rawnsley, M.A. *Routledge*, 2s. 6d.
- Chambers's Standard Authors.—(1) Robinson Crusoe. Edited by Alfonso Gardiner; (2) Cressy and Poitiers. By J. G. Edgar. Each 8d. net.
- A Skeleton English Grammar. By S. R. Unwin, M.A., and G. Abbott, B.A. *Fisher Unwin*, 1s. net.
- The Tragedies of Shakespeare. *Frowde*, 2s.
- The Histories and Poems of Shakespeare. *Frowde*, 2s.
- More's Utopia. Edited by W. D. Armes, M.L. *Macmillan*.
- The Journal of English Studies. No. 1. *Marshall*, 1s. net.
- Ruskin's Sesame and Lilies. Edited, with Notes, by G. G. Whiskard. *Frowde*, 1s. 6d. net.
- A Treasury of Prose and Poetry. Selected by Amy Barter. In six Parts. Parts I to V, each 5d.; Part VI, 6d.
- Harrap's Dramatic History Readers. By Fred E. Melton. Books I and II, each 6d.
- Byron's Childe Harold. Canto III. Edited, with Introduction and Notes, by H. F. Tozer, M.A. Third Edition. *Oxford University Press*, 1s. 3d.
- Jane Austen's Pride and Prejudice. Edited, with Introduction, &c., by K. M. Metcalfe. *Frowde*, 2s. 6d.

Fiction.

- The Stoneground Ghost Tales. By E. G. Swain. *Heffer*, 3s. 6d.
- The Touchstone of Fortune. By Charles Major. *Macmillan*, 6s.
- The Sign. By Mrs. Romilly Fedden. *Macmillan*, 6s.

Geography.

- A Classbook of Physical Geography. By A. T. Simmons, B.Sc., and E. Stenhouse, B.Sc. *Macmillan*, 4s. 6d.
- The Marlborough Country: Notes Geographical, Historical, and Descriptive on Sheet 266 of the One-inch Ordnance Survey Map. By H. C. Brentnall and C. C. Carter. *Oxford University Press*, 2s. 6d. net.
- Our Own and Other Lands.—The World. *McDougall*, 2s.

History.

- Teacher's Companion to Fletcher and Kipling's School History of England. By C. R. L. Fletcher. *Oxford University Press*, 1s. net.
- Historical Memorials of Canterbury. By Dean Stanley. *Murray*, 1s. net.
- Problems and Exercises in British History. Vol. III: The Second Anglo-French Struggle, 1688–1837. By J. S. Lindsey. Second edition. *Heffer*, 4s. 6d.
- History Questions. From Papers set at Civil Service Examinations. Edited by A. P. Newton, M.A. *G. Bell*, 1s.
- A Guide to the Study of English History. Part I—to 1485. By L. J. McNair, M.A. *Alston Rivers*, 1s. net.
- The Charterhouse of London. By William F. Taylor. Illustrated. *Dent*, 7s. 6d. net.
- Historical Research: an Outline of Theory and Practice. By Prof. J. M. Vincent. *G. Bell*, 7s. 6d. net.
- John Pym. By C. E. Wade, M.A. *Pitman*, 7s. 6d. net.
- Four Lectures on the English Revolution. By Thomas H. Green. *Longmans*, 1s. net.
- The Rise and Fall of Nations. By Dr. W. J. Balfour-Murphy. *Allen*, 5s. net.
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- Heroes of the Middle Ages (Alaric to Columbus). By Eva M. Tappan, Ph.D. Illustrated. *Harrap*, 1s. 6d.
- The American Historical Review. April, 1912. *Macmillan*.
- Bell's English History Source Books.—American Independence and the French Revolution (1760–1801). *G. Bell*, 1s. net.

Mathematics.

- Tables of Logarithms, Anti-Logarithms, and Reciprocals. *Layton*, 1s.
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 Lectures on the Differential Geometry of Curves and Surfaces. By Dr. A. R. Forsyth, F.R.S. *Cambridge University Press*, 21s. net.
 The Calculus for Beginners. By W. M. Baker, M.A. *G. Bell*, 3s.
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Miscellaneous.

- The Cambridge Manuals of Science and Literature.—The Origin of Earthquakes (Davison), Rocks and their Origins (Cole), Spiders (Warburton), Goethe and the Twentieth Century (Robertson), Life in the Medieval University (Rait), The Ballad in Literature (Henderson), The Troubadours (Chaytor), Civilization in Palestine (Macalister), Methodism (Workman), Ancient Assyria (Johns). Each 1s. net. *Cambridge University Press*.
 First Aid in Accidents. By Sir John Collie, M.D., and C. F. Wightman, F.R.C.S. New edition. *Gill*, 9d. net.
 A Little Book of Nonsense. Illustrated. *Macmillan*, 3s. 6d. net.
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 The Greek Genius and Its Meaning to Us. By R. W. Livingstone. *Oxford University Press*, 6s. net.
 The Coming Generation. By Dr. W. B. Forbush. *Appleton*, 6s. net.
 The Best Books. By W. Swan Sonnenschein. Third edition, Part II. *Routledge*, 14s. net.
 Nelson's Encyclopædic Library.—(1) A Dictionary of Dates, Vol. I; (2) English Idioms. By J. M. Dixon, M.A. Each 1s. net.

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- Outlines of German Grammar. By A. E. Wilson, B.A. *Froude*, 1s. 6d.
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 A Practical Italian Grammar. By L. M. Shortt. *Allen*, 5s. net.
 A History of French Literature. By C. H. Conrad Wright. *Oxford University Press*, 12s. 6d. net.
 Travellers' Practical Manual of Conversation. In Four Languages: English, French, German, and Italian. Third edition. *Marlborough*, 1s. 6d.
 Les Chroniqueurs Français.—Villehardouin, Froissart, Joinville, Commines. Œuvres Choiesies. *Dent*, 1s. net.
 Voltaire's Histoire. Extraits. *Dent*, 1s. net.
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- Aristotle's Researches in Natural Science. By Dr. Thomas E. Lones. *West, Newman, & Co.*, 6s. net.

Nature Study.

- The Open-air Books.—(1) Sea and Cliff; (2) Hill and Dale; (3) River and Pond; (4) Field and Lane. Each 1s. net. *Holder & Stoughton*.
 The Gateways of Knowledge. By J. A. Dell, M.Sc. *Cambridge University Press*, 2s. 6d.

Pedagogics.

- Mental Discipline and Educational Values. By W. H. Heck, M.A. *Lane*, 3s. 6d. net.
 Education by Life: a Discussion of the Problem of the School Education of Younger Children, by Various Writers. Edited by Henrietta B. Smith. *Philips*, 3s. 6d. net.
 The Teaching of Physics for Purposes of General Education. By C. R. Mann. *Macmillan*, 5s. 6d. net.

- An Experiment in History Teaching. By Edward Rockliff, S.J. *Longmans*, 2s. 6d. net.
 Rationalist English Educators. By Geraldine E. Hodgson, D.Litt. *S.P.C.K.*, 3s. 6d.
 The Teaching of Modern Subjects. By J. Welton, M.A., and W. P. Whelpton, B.Sc. (1) Geography, (2) History, (3) English. *Clive*, each 1s.
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 Character Training. By Ella Lyman Cabot. Edited for English Teachers by Edward Eyles. *Harrop*, 3s. 6d. net.
 The Evolution of Educational Theory. By Prof. John Adams, LL.D. *Macmillan*, 10s. net.

Physiology.

- The Nervous System. By Dr. James D. Lickley. *Longmans*, 6s. net.
 The Sexual Life of the Child. By Dr. Albert Moll. *Allen*, 15s. net.
 [“The sale of this book is limited to members of the Medical, Scholastic, Legal, and Clerical Professions.”—*Publishers' note.*]

Political Economy.

- The Laws of Supply and Demand. By George B. Diblee, M.A. *Constable*, 7s. 6d. net.

Science.

- How to Use the Microscope. By Rev. Charles A. Hall. *Black*, 1s. 6d. net.
 The Structure of the Atmosphere in Clear Weather: a Study of Soundings with Pilot Balloons. By C. J. P. Cave, M.A. *Cambridge University Press*, 10s. 6d. net.
 School Lessons in Plant and Animal Life. By John Rennie, D.Sc. *Clive*, 4s. 6d.
 Dent's Scientific Primers. Edited by Dr. J. R. Green, F.R.S.—Zoology. By J. G. Kerr, F.R.S. *Dent*, 1s. net.
 Scientific Papers. By Lord Rayleigh. Vol. V. *Cambridge University Press*, 15s. net.
 An Introduction to Quantitative Analysis. By Dr. S. J. M. Auld. *Methuen*, 5s.
 Qualitative Organic Analysis. By F. B. Thole, B.Sc. *Methuen*, 1s. 6d.
 Science Progress. No. 24. April, 1912. *Murray*, 5s. net.

EDUCATION IN THE PERIODICAL PRESS.

- American Undergraduate. V: The College Man and the World. By Clayton Sedgwick Cooper. *Century*, May.
 Athens as a Seat of Learning: the Recent Celebrations. *Times Educational Supplement*, May 7.
 Basis of National Strength. IV: New and Old Conceptions of Knowledge. By Charlotte M. Mason. *Times Educational Supplement*, May 7.
 Clinic, The Ideal School: its Architecture, Planning, and Control. *Hospital*, April 27.
 Clinics, School. By D. *Manchester Guardian*, May 1.
 Commercialism, Course of. By F.B.L. Schools and Scholars. *Morning Post*, May 17.
 Suggests some kind of inspection for all schools for children up to fourteen years of age.
 Defective and Dependent. VIII: Industrial Training and After Care. *Hospital*, May 4.
 Diet in Schools. *Times Educational Supplement*, May 7.
 Leading article on the Guildhall Conference.
 Education Acts Amendments. *Local Government Chronicle*, May 11.
 Leading article.
 Educational Legislation. *Morning Post*, April 25.
 “Single School Areas Bill Dead.”
 Eugenics. By Mrs. Alice Tweedie. *Fortnightly Review*, May, 1912.
 Deals to some extent with education and employment.
 Feeble-minded Children, Treatment of. By Evelyn March-Phillipps. *Nineteenth Century*, May.
 History Teaching. By a Teacher of History. *Daily Telegraph*, April 25.
 Methods and Aims. Interesting London.
 Ideal School Clinic. II: The Examination Rooms, Theatre, and Lavatories. *Hospital*, May 11.
 Feeble-minded: Proposed Legislation. *Times*, May 16.

- Incompetent Schoolmasters. By an Ex-Schoolmaster. *Guardian*, April 26.
 "... the remaining 50 per cent. [of assistant masters in private schools] or so have neither degrees nor book-learning, experience, or ability."
- Indian Education. By Sir William Wedderburn. *Nation*, April 27.
- Inspection, Pitfalls of. Schools and Scholars. *Morning Post*, April 26.
- Ireland, National University of: Progress and Prospects. *Times Educational Supplement*, May 7.
- Japan. Some Fascinating Studies of Child Life in Japan. *Ladies' Field*, April 20.
 Illustrated.
- Lawn Tennis at Public Schools. *Field*, April 20.
 Leading article on why lawn tennis is "outside the pale."
- Local Administration: Salaries and Cost of Maintenance. Position of Rural Schools.
 Contains tables of costs, salaries, &c.
- London Polytechnics: their Work and Equipment. By an Engineering Correspondent. *Times Engineering Supplement*, May 8.
- Machines and the Man. By L. G. Chiozza Money. *Daily News*, May 8.
 Crying need for scientific training.
- Making a Man of Him. By A. S. D. Schools and Scholars. *Morning Post*, May 10.
 A plea for postponement of school age.
- Oxford at the Beginning of Summer Term: the Scheme of Reform. *Times*, May 1.
- Physiological Basis for Education. By A. C. Macnamara. *Nineteenth Century*, May.
- Poor Children's Play. By a Head Mistress. *Daily Telegraph*, April 25.
- Problem of Verminous and Unclean Children. By John Priestley. *Sanitary Officer*, May.
 What can be done? With practical suggestions.
- Relation of Height and Weight in School Children. By John Fortune. *Medical Officer*, April 27.
 A long and detailed article, with numerous diagrams.
- Royal Commission and London University. *Times*, May 14.
 Leading article.
- Royal Commission on the Civil Service. Schools and Scholars. By Marshall Jackman. *Morning Post*, May 3.
- School Cookery. *Standard*, May 14.
 Leading article on the Guildhall Conference.
- Secondary Teachers and the Insurance Act. By G. T. Hankin. *Daily Telegraph*, April 25.
 State neglect. Professional movement.
- University Grants: the Advisory Committee's Report. *Times Educational Supplement*, May 7.
- Verminous and Unclean Children, Problem of. By John Priestley. *Medical Officer*, May 4.

CORRESPONDENCE.

CHRISTIAN EDUCATION OF WOMEN IN THE EAST.

To the Editor of *The Journal of Education*.

SIR,—It is well known that vast movements are rapidly transforming the countries of the East. Amid this transformation new problems are emerging, and one of them is now acknowledged on all hands to be supremely important—namely, the kind of education which Eastern women shall receive to enable them to take their right place in these new movements. Shall they receive a merely Western education, and bring to their nation an ideal of human life which is not interwoven with the old national ideals, or shall they still remain true to the best of that which their nation has always desired for women, and yet add to the older ideal the new social and intellectual freedom and the stronger religious life which Christian education can give? As women leave their seclusion and exert a new influence, is this influence to find expression in a materialistic or in a spiritual interpretation of life? With the entrance of Western science and Western civilization the old faiths are rapidly losing their power for guidance and restraint, and nothing could be more disastrous at the present time than the diffusion in the East of the merely material benefits of Western civilization, apart from spiritual ideals, in the atmosphere of which all that is best in modern progress has developed.

While serious desire on the part of Eastern girls and women for education has opened the way for the action of Government as well as for private enterprise, and schools of varying character are springing up in all directions, it is more and more clearly recognized that unless all the education given in the East is influenced by the religious spirit, and aims at the training of character as well as of intellect, the education given becomes rather a peril than an advantage.

Facts such as these constitute a strong appeal to the leaders of women's education in England. Only those who have had to guide modern educational thought can understand the need for sound principles by which to direct the new, and sometimes vehement and confused, aspirations of the races undergoing this rapid transformation. Hence the need for many more women of the highest educational faculty to guide this work in the East. Moreover, in the solution of all these problems far more help than in the past must be given by those who are guiding education at home.

The urgency of the crisis has led to a special effort during this year to bring the situation, with all its opportunities, to the notice of thoughtful women in England. An Advisory Council has been formed, on which are the names of almost all the Heads of the Women's University Colleges in this country, as well as those of some prominent Head Mistresses of girls' schools; and meetings have been held at a number of educational centres, and have been addressed by Dr. Michael Sadler, Lord William Cecil, Prof. Adams, Miss de Sélincourt (Principal of the Lady Muir Training School at Allahabad), Miss McNeile (Head Mistress of the High School, Benares), and others.

The aim of this effort is not to form any new organization or society, but to enlist fresh interest in the work of the various Mission Boards, which have led the way in modern education for boys, and are now called upon to contribute to the still more difficult work of the new education to be given to girls.

For the further consideration of this subject a Conference will be held at Oxford from September 4 to 10, at which it is hoped that, in addition to some of the speakers mentioned above, the Bishop of Oxford, Prof. Cairns of Aberdeen, Miss Small (Principal of the Missionary College, Edinburgh), Mr. A. G. Fraser (Principal of Trinity College, Kandy), the Principals of the Cambridge Training College and of St. Mary's College (London), the President of the Association of Head Mistresses, and others will take part. Miss de Sélincourt will be very glad to receive suggestions or offers of help, or to give further information with regard to the forthcoming Conference. All communications should be addressed to her at 26 Belsize Grove, London, N.W.—Yours, &c.,

A. W. RICHARDSON,
 Vice-Principal Westfield College.

DR. ROUSE ON RIVALRY.

To the Editor of *The Journal of Education*.

DEAR SIR,—I read in "T. H. H.'s" letter (*Journal of Education*, page 308): "The fact remains that rivalry is about the only force which will induce the average English boy to do the best with the faculties with which Nature has endowed him." I hope I shall not be alone in protesting against this belief. In my own experience I have found that the boy's will is engaged on the side of intellectual work whenever the work is properly presented and not beyond his powers, by which last I mean easy enough to be done by him at his then stage, but yet needing a distinct effort to do it. Without the effort there is no pleasure; if the effort is too great for him he will not try.

The more I learn of what good teachers can do, and how they do it, the more I am convinced that if the "average boy" does not want to learn it is his teacher's fault, and not his own. I hardly ever meet a man or woman teacher who is not convinced that our public examinations—Locals, Matriculations, and all that horrid brood—stand in the way of all good education.—Yours truly,

W. H. D. ROUSE.
 Gonville and Caius College, Cambridge,
 May 5, 1912.

CHANGED REGULATIONS FOR OXFORD NON-DEGREE COURSE.

To the Editor of The Journal of Education.

SIR,—May I, through your columns, draw the attention of head mistresses and other persons who are preparing girls for Oxford to some slight changes that have been introduced into the regulations for qualifying examinations accepted for the non-degree course?

A Higher Certificate will be accepted if it includes the necessary subjects, even though these subjects have been taken in different years, and, as before, if only one language appears on the certificate, a second language taken in the Oxford Higher Local may be added. Similarly, the necessary subjects, if taken in the Oxford Senior Local, need not have been passed in the same year. These arrangements will simplify the conditions of admission and put the qualifications obtained through the Oxford Senior Local and the Higher Certificates on the same footing as those obtained through the Oxford Higher Local. Students who are aiming at the degree course should be careful to consult the list of exemptions from Responsions published by the University in June, as various changes have been made.

After October 1, 1914, the examinations qualifying for admission to the examinations for degrees in music will be the same for women as for men.

The new regulations have been approved by the University and have appeared in the *Gazette*. They will be ready for distribution at the end of June and will come into operation on October 10, 1912, so that they will affect students coming into residence in Michaelmas Term.—Yours faithfully,

ANNIE M. A. H. ROGERS,
Hon. Secretary to the Association for the
Education of Women in Oxford.

Clarendon Building, Oxford, May 17, 1912.

PROPORTION OF STAFF TO SCHOLARS.

To the Editor of The Journal of Education.

DEAR SIR,—In the May number of your journal a short note occurs on the pamphlet recently published by the Association of Head Mistresses on "The True Cost of Secondary Education for Girls," which is so worded as to imply that a staffing rate of one assistant mistress for twenty girls is, though a minimum, still a possible one. A perusal of Section C of Part II of the pamphlet shows clearly that this is not the meaning of those who are responsible for its issue, and I think it important that no impression should be left on the minds of either teachers or administrators that so influential a body as the Head Mistresses' Association considers one mistress per twenty girls an adequate staff.

Seven years' experience as head of one of the new secondary schools, where afternoon school is compulsory, has convinced me that any less generous scale than one mistress for every seventeen girls means both scamped work and over-strain. That the Executive of our Association holds exactly the same opinion is clear in the pamphlet referred to above, and I should be glad if you will give publicity to this letter, so that the disastrous impression produced by last month's "Jotting" may, in part, be removed.

I may add that the rate of 1 to 17 has been given as the minimum possible for good work by one of the Board of Education Inspectors once to me and again in my presence. Attempts to economize on staff invariably end in failure, owing to the over strain and ill health produced; but Local Authorities learn slowly, and meanwhile schools and teachers suffer.—I am, Sir, yours faithfully,

CHARLOTTE M. WATERS.

County School for Girls, Bromley, Kent,
May 16, 1912.

UNIFORMITY OF STANDARD FOR BRITISH AND COLONIAL CANDIDATES.

To the Editor of The Journal of Education.

DEAR SIR,—Now that most of the high schools in our smaller colonies are provided with centres for University, Local, R.A.M., and R.C.M. Associated Board, and Royal Drawing Society examinations, and enter candidates largely for these examinations, it would be interesting to have some reliable information as to how these colonial candidates compare with candidates from English schools.

There seems to be an idea amongst some teachers that "the standard is not the same," especially with regard to musical and art examinations. Surely, if the same certificates are granted, the same quality of work must be demanded from home and from colonial candidates alike? Will some one, with knowledge of centres in England and abroad, please write and help to clear up this doubt?—Yours faithfully,

FLORENCE E. WINTER.

The Drayton High Schools,
Newport, Mon.

SUFFRAGE FOR WOMEN.

To the Editor of The Journal of Education.

SIR,—May I, as a reader of *The Journal* from its first number onwards, have permission to criticize your note on "The N.U.T. and the Political Liberty of Women"? From your remark one would infer that the opposition to the suffrage for women came chiefly from men, though, at the Hull meeting, one of the warmest opponents of the motion was a woman teacher of unquestioned experience and professional standing.

It is difficult to ascertain the general opinion of the most representative women of the nation, but there is ample evidence that, in addition to the large number who are entirely indifferent to the question, there is also a large number of thoughtful and earnest women who are opposed to the present movement as inimical to the best interests of women and of the race. Your journal would not be the place to enter into arguments on either side, but I think you will allow my protest as to a statement suggesting, unwittingly, inaccuracy in a matter of fact.—Yours, &c.,

Dun Erin, Chalfont St. Peter.

MARION MACDONALD.

[It may not be true of the country at large, but undoubtedly at the N.U.T. meeting the opposition to suffrage for women came chiefly from the men.—ED.]

AMERICAN WRITERS ON EDUCATION.

To the Editor of The Journal of Education.

DEAR SIR,—To the three names of good American writers on education mentioned in the April *Journal* at least two should be added—viz. ex-President Eliot, of Harvard, for the last twenty or thirty years the acknowledged premier educator and greatest intellectual force in the United States, and Prof. John Dewey, of Columbia (formerly of Chicago), the philosophical thinker *par excellence* among American educational writers, as Dr. Snedden is the outstanding practical administrator. Apart from the writings of these men and the others you have mentioned, a recent work on "The Principles of Education," by Dr. Henderson, of Brooklyn, can be strongly recommended to English readers.—Yours truly,

A. WATSON BAIN.

The High School, Montreal, May 2, 1912.

"THE PLAY'S THE THING."

IT happened that Miss Finlay-Johnson's delightful little book on "The Dramatic Method of Teaching" fell into my hands a few days after I had heard a lecture by Mr. Louis Parker on another aspect of the same movement.

Miss Finlay-Johnson's book is written with engaging candour and filled with telling photographs of actual scenes and games carried out with convincing *naïveté* and make-believe by the lucky boys and girls of the little school at Sompting. As soon as I looked at the book I could not help saying: "This is the very thing a teacher wants; it shows how to begin; it gives a magic wand that will stir the sullen depths far down within those inattentive imps of negligence before whom he vainly pours out his best endeavours so many weary afternoons—while their mayhap eager little minds are far, far away from him and his lessons."

I read on how children, once dull and listless, invented ways and means of teaching themselves not only history, but such more unlikely matters as geography and arithmetic. All this was delightful, but I still read on seeking something else. It is not for nothing that the iron has entered our souls; we are not easily convinced that all play will make Jack a sharp lad, however true it may be that all work will make him dull. The something else I sought was what used to be called results and to be measured in the marks inflicted under torture in examination vaults. And this something I did not clearly find. Whereupon it became apparent that the book evidences more than a reform or new method in teaching; it shows that there has come to life a new method in inspection. Unless memory plays one false, there have been games in school before to-day, but they were judged too frivolous by the ruling powers. Now that we have lived to hear of a better method or criterion of inspection, there is hope that we may live to hear also of better methods of examination—methods that will test not only how much can be poured into the hollow parts of a child's mind, but will find

out what are the strength and the flexibility of its solid structure, the part that cannot be stuffed. It is, of course, this intimate framework of the child's mental constitution that is nourished and trained by the spontaneous exercise of learning through games in school under the eye of an alert teacher.

And all that is, at any rate, part of the meaning of the title of Mr. Louis Parker's recent lecture to the members of the London Schools Musical and Dramatic Association in the theatre of the Guildhall School of Music. In introducing him, the Hon. Mrs. Alfred Lyttelton said an audience of teachers would, of course, admit that "the play's the thing," but still had to ask how the argument looks from the different standpoint of an experienced dramatist.

"The play's the thing," said the author of "Pomander Walk," not merely to catch the conscience of the king, as Hamlet puts it, but to catch also the wandering attention, to direct the fancy, and to fix the ideals of that greater king the child.

The great enemy to dramatic art, and to those excellences of character high dramatic art could foster, is the absence among us of a real theatre-loving and theatre-respecting audience. The ordinary Englishman does not take the theatre to be an essential element of social and national culture that cannot be neglected with impunity. He has to be dragged to the play almost by main force, and he only lets himself be dragged there on semi-solemn occasions of family state. It must be admitted that the theatre is more expensive to visit than it should be. In America, where everything else is ruinously dear, the price of admission to a theatre is reasonable. When the Englishman is at a play he is apt to model himself upon the lady novelist's hero—a stern-visaged man with, if possible, iron-grey hair, fixed square jaw, sitting silent and impassive in grim determination never to be amused, or at least to give any sign of amusement. The real Englishman is alienated from the theatre by the over-emphasis which the exigencies of advertisement magnates contrive to give to the personality of the actor, to the fashion of the clothes he or she wears, and to the pettiest details of his or her toilet. Possibly we need in England what one American University already provides—a Professorship of Dramatic Art. If the holder of that chair tries to promote the writing of drama, the result is to be dreaded; but, if he trains his pupils to listen with true critical appreciation to the highest art of the stage, the beneficial effect on the nation's welfare and happiness will be immediate and far-reaching. For twenty years Mr. Parker was himself a schoolmaster, and during that time he realized more and more clearly the futility of trying to make a whole schoolful of boys perform with either profit or pleasure. When, however, he made it his endeavour to fit them to enjoy the best, say, of Beethoven's sonatas, then indeed he did accomplish something and earned his pupils' lasting gratitude.

There is another American institution now well established and of great value—the Drama League. This League appoints a competent committee to witness and report upon every new play. The names of the members of the committee are not published, so that they cannot be reached and unduly influenced by interested persons, and they do not accept free seats. In order to be scrupulously fair they do not give notice of an intended visit, and they do not criticize first-night performances, which frequently are not quite all that authors and actors desire. The reports they issue are eagerly awaited and acted upon by the large membership of the League.

If we had in this country some such enlightened means of guiding public opinion, there might be no need for a Dramatic Censor. But, as things stand, a Censor is still essential and ought to be supported by public opinion; for, while it is quite true that no managers or authors actually connected with the English stage desire to have anything to do with objectionable performances, there is nevertheless a large number of outsiders who are only too eager to use any opportunity that may offer for making profit out of the basest of human impulses.

The members of the Association were a little taken aback when Mr. Parker claimed as qualification for addressing them that he knew nothing about the detailed aims of their society.

But they soon found that this was only his modest way of disclaiming authority in pedagogic realms. He urged that the society might help not ineffectually in some such social service as that of the American Drama League.

When Mr. Parker went on to describe his recollections of the Stepney Children's Pageant of 1909, there were those in the audience who despaired of ever being themselves so intelligent, so industrious, so alert, so responsive, and so obedient as it appeared some of their scholars had then been. There never were in Mr. Parker's experience any actors to compare with those young actors in these respects, and he felt confident that even examination results would show how much more information about the history of their native metropolis they had gained than other children could gain from books. And yet examinations could hardly test the higher qualities of real importance for after life that must have been acquired at the same time—courage, courtesy, a pleasant bearing, clear enunciation, the correction of disagreeable local peculiarities or vulgarities, with the preservation, on the other hand, of good local dialect, and, above all, that true patriotism which is inspired by a sympathetic understanding of the noblest characters and highest deeds in our national history.

To quote the final choral ode in the Stepney Pageant :

What heroes thou hast bred,
O England, my country !
I see the mighty dead
Pass in line,
Each with undaunted heart
Playing his gallant part,
Making thee what thou art,
Mother of mine !

J. C. M.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Council met on Friday, May 17, 1912. Present: The President, Canon H. Wesley Dennis, in the chair; Miss H. Busk, Miss M. Cocking, Miss F. Edwards, Miss B. Foxley, Mr. H. B. Garrod, Mr. R. W. Hinton, Mr. J. L. Holland, Mr. H. Holman, Miss M. R. N. Holmer, Mr. P. B. Ingham, Miss H. Martin, Miss E. Newton, Mr. F. Storr, Mr. J. Wise.

Delegates were selected for the International Moral Education Congress at The Hague.

A letter and resolutions from Mr. T. Allen on the tenure of head masters were considered. It was proposed from the chair and agreed to refer the matter to the Education Committee, asking them to consider the Clauses of Schemes of the Board of Education relating to Tenure, and to send up to the Council a resolution on the subject.

The Annual Report was considered in detail and, with a few verbal alterations, adopted.

The General Secretary reported that during the year seventy-two new members had been elected in the London Centre as against twenty-eight for the corresponding period of 1911.

Miss Foxley announced that she had been able to form a new Centre at Cardiff.

The report of the Executive Committee was received.

The resolutions of the Conference of Representatives of the College of Preceptors, the Teachers' Guild, and the Private Schools Association, as amended, were considered. A further amendment was made, the Report being then adopted as follows:—

REPORT OF THE CONFERENCE OF REPRESENTATIVES OF THE COLLEGE OF PRECEPTORS, THE TEACHERS' GUILD, AND THE PRIVATE SCHOOLS ASSOCIATION.

As amended at the Council Meeting of the Teachers' Guild on Friday, May 17, 1912.

(A) That, in the opinion of this Conference, the following recommendations should be urged by the bodies here represented upon

(Continued on page 430.)

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those who are interested in or directly concerned with the administration of secondary education :—

1. That both on general grounds and in the special interests of educational experiment, it is desirable that efficient private schools should be preserved.

2. That, in order that private schools may fulfil their function in our educational system, it is essential that the independence of those schools which do not desire recognition by the Board of Education or by Local Authorities should be safeguarded.

3. That (i) scholarships awarded by any Local Authorities should, subject to the usual limitations as to income, age, and place of residence, be open to all pupils without regard to their place of education; and (ii) that, subject to the approval of the Local Authority, successful candidates from private schools should be allowed to hold their scholarships at such schools.

4. That the general standard of purely educational efficiency required for recognition by the Board of Education from private schools should not be lower than that which is required from schools publicly aided or maintained; but that every reasonable consideration with regard to demands as to structure and equipment should be made.

5. That there is need for the continued existence of small private schools of a preparatory character near to the homes of young children, and that Local Authorities would do well to grant some form of recognition and assistance to such schools, where they can be shown to be doing useful service under proper hygienic conditions.

(B) As a result of the discussions that have taken place at the various meetings of the Conference it seems desirable to ask the bodies represented to make representations in the proper quarters so as to secure :—

1. That before further public provision for secondary schools is made in any area, a Council in exercising their powers shall have regard to any existing supply of efficient schools or colleges as required by Section 2 (2) of the Education Act, 1902. (It appears to the members of the Conference that this section of the Act has not been duly enforced in the past.)

2. That the grants paid by the Board of Education for pupils under the age of twelve at secondary schools should be extended

to include all such pupils whether previously educated in elementary schools or not.

N.B.—The Conference is of opinion that their resolutions should form the basis of a series of articles in the public Press, and that in due course a joint deputation should bring them before the President of the Board of Education.

A draft scheme for the federation of sectional subject associations was received and considered.

It was proposed by Miss Foxley, duly seconded, and agreed that the scheme be generally approved, but that details should be matters of negotiation. It was further agreed that Mr. H. B. Garrod be asked to carry out the preliminaries.

Two grants have been made from the Benevolent Funds.

The General Secretary reported that, owing to the death of one of the recipients, her executors had asked to be allowed to refund the amount of the grant to the fund. In the second case, the greater portion of the grant had been repaid.

Several changes were recommended in the book of "Holiday Resorts"—the insertion of two maps (one of the cathedrals of England, the other of mineral water health resorts), a short list of lady guides, and a form of application for membership of the Guild. The question of publication of the book was referred to the Finance Committee, with power to act.

The report of the Special Committee appointed to consider the position of the Guild was received and adopted. The chief points in the report were : (1) Efforts are being made to further develop the London Centre by means of special meetings in various districts. (2) The formation of the Secondary, Technical, and University Teachers' Provident Society, in co-operation with four other associations. Special meetings are being held to make the Society and the Guild known both in London and also in the provinces. (3) The recommendation to form a series of loan collections. This question was referred to the Education Committee. (4) The alteration of capitation fees, both in the London and provincial centres. (Full information as to these alterations will be sent to the local secretaries in due course.)

The Council then considered the question of the selection of a representative of the Teachers' Guild upon the Teachers' Registration Council. It was proposed from the chair, and carried unanimously, that Mr. F. Storr be selected.

The next meeting of the Council was fixed for June 7, 1912, at 7 p.m., when Committees for the year will be appointed.

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The College also prepares a limited number of students for the Higher Certificate of the National Froebel Union.

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Prospectus and further particulars from the Principal, 5 Melville Street, Edinburgh.

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Telegrams: "ASSOCIA, LONDON."

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Warden: Mrs. H. M. FELKIN.

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For particulars apply to the PRINCIPAL, the WARDEN, or at the College, Salusbury Road, Brondesbury, London, N.W.

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Prospectuses and particulars as to Scholarships may be obtained from the PRINCIPAL.

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BEDFORD COLLEGE FOR WOMEN.

(UNIVERSITY OF LONDON.)
YORK PLACE, BAKER STREET, LONDON, W.

Principal: Miss M. J. TUCKER, M.A.

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LECTURES are given in preparation for all Examinations of the University of London, in Arts, Science, and Preliminary Medicine: for the Teachers' Diploma, London; the Teachers' Certificate, Cambridge; and for the Cambridge Higher Local Examination.

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A single course in any subject may be attended. Regular Physical Instruction is given free of cost to Students who desire it by a fully qualified woman teacher.

RESIDENCE.

Accommodation for 68 resident Students is provided, partly in the College and partly in South Villa, Regent's Park. In the Course of the Session 1912-13, the College and Residence will be moved into the new buildings which are being erected in the South Villa grounds.

Full particulars on application to the PRINCIPAL at the College.

DEPARTMENT FOR PROFESSIONAL TRAINING IN TEACHING.

The Course includes full preparation for the Examination for the Teaching Diplomas granted by the Universities of London and Cambridge.

Students are admitted to the Training Course in October and January.

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They will be awarded to the best candidates holding a Degree or its equivalent in Arts or Science.

Applications should be sent to the HEAD OF THE DEPARTMENT.

MADAME

BERGMAN ÖSTERBERG'S PHYSICAL TRAINING COLLEGE, DARTFORD HEATH, KENT, FOR RESIDENT STUDENTS.

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For particulars apply—THE SECRETARY.

MADAME

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University Tutorial College, LONDON.

(Affiliated to University Correspondence College.)



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MATRICULATION, SEPTEMBER 1912.	<p>A Morning Class works continuously throughout the Summer, excepting the last two weeks of July.</p> <p>This Course includes a systematic Revision Class, working both morning and afternoon during the last three weeks.</p> <p><i>During the last two years 239 students of University Tutorial College have passed London Matriculation.</i></p>
INTER. SCIENCE, 1st MEDICAL, AND INTER. ARTS.	<p>Vacation Classes in Practical Science for Beginners commence Tuesday, August 6th, meeting daily and extending over four weeks.</p> <p><i>During the last four years 156 students of University Tutorial College have passed Inter. Science.</i></p>
B.Sc. AND B.A., OCTOBER 1912.	<p>Summer Vacation Classes, including a Complete Revision in the Practical and Theoretical work in Chemistry, Physics, Botany, Geology, and Zoology, extending over four weeks, commence Tuesday, August 6th.</p> <p><i>At the B.Sc. and B.A. Examinations in October, 1911, 46 students of University Tutorial College were successful.</i></p>

PRIVATE TUITION DURING THE SUMMER MONTHS.

Private Tuition may be obtained in subjects for London University, Oxford Responsions, Cambridge Previous, City and Guilds Entrance, Hospital and University Scholarships, Legal Prelim., College of Preceptors (Medical Prelim.), and other Exams. during the Summer Months.

FEES: Eight one-hour lessons, £2 2s.;

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Further particulars may be had from—

THE PRINCIPAL,
University Tutorial College,
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8 HUNTER STREET, BRUNSWICK SQUARE, W.C.

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TWO SCHOLARSHIPS of £50 a year for 3 years, given by the Drapers' Company, and other Entrance Scholarships of the value of £35 to £50, will be offered at an Examination to be held in May, 1912.

Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1912, and to read for a Degree in Arts or Science to be approved by the Council.

For Calendar and further particulars as to Scholarships, apply to the Secretary, Miss S. M. SMITH, Westfield College, Finchley Road, N.W.

SHERBORNE SCHOOL.

AN Examination for ENTRANCE SCHOLARSHIPS open to Boys under 15 on August 1st, will be held on July 16th and following days. Further information can be obtained from the HEAD MASTER, School House, Sherborne, Dorset.

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For further particulars apply to the SECRETARY, Royal Holloway College, Enghfield Green, Surrey.

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Candidates will be asked to furnish references.

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AN EXAMINATION will be held on July 15th and 16th for FIVE SENIOR SCHOLARSHIPS of £25 a year, and FOUR JUNIOR SCHOLARSHIPS of £15 to £10, tenable for School life. Candidates can be examined at their own Schools. Allowance made for age. For further particulars apply—THE HEAD MASTER.

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Intending Students should write fully to—
THE SECRETARY.

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Candidates must be Pupil Teachers, Student Teachers, or Bursars, who will be eligible for admission to a University Course at a Training College in 1913, according to the regulations of the Board of Education.

Six Scholarships tenable from October 1912 were awarded on the results of an Examination in February 1912. The six Scholarships above referred to will be awarded on the results of an Examination to be held on **October 4-5, 1912.** Successful candidates will go into residence in Michaelmas term 1913. The Board of Education allow a Student-Teacher to sit at this Examination, although he may be in his Student-Teacher Year.

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One Exhibition of £50 at Brasenose College (3 or 4 years).

One Exhibition of £25 from the Oxford Elementary Training College (3 years).

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Three Exhibitions, each of value £30 to £40, for 3 years.

One from Emmanuel College, £40.

One from King's College.

One from Trinity College.

For information concerning the University Training Colleges, apply to S. S. F. FLETCHER, ESQ., M.A., Warkworth House, Cambridge; or to G. R. SCOTT, ESQ., M.A., 2 Clarendon Villas, Oxford.

For forms of application, apply to ARTHUR H. BAKER, B.A., Hon. Sec., 28 Cautley Avenue, Clapham Common, S.W., before 1st September, 1912.

OXFORD UNIVERSITY ELEMENTARY TRAINING COLLEGE.

EXHIBITIONS FOR MEN INTENDING TO ENTER IN 1913.

At the Examination to be held by the Pupil Teachers' University Scholarship Committee on October 4, 5, 1912, the following Exhibitions (tenable with the Committee's Scholarships) will be offered for competition among intending members of the above College, being Pupil Teachers, Student Teachers or Bursars:—

ONE EXHIBITION of £50 a year for three or four years, offered by Brasenose College, Oxford.

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(3) The University also receives every year about one hundred students who have completed their education at a Secondary School (fifty men and fifty women) and who are prepared to spend four years at the University under the Regulations of the Board of Education for the Training of Teachers for Elementary Schools. Under these Regulations the first three years are spent mainly in academic work for a degree and the fourth year in professional training. A few of these places are reserved for students prepared to be specially trained to qualify for appointments as teachers of young children.

For further particulars and forms of application apply to the REGISTRAR, The University, Manchester.

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Principal: O. CHARNOCK BRADLEY, M.D., D.Sc.,
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Next Session commences early in October. Further particulars may be obtained on application to ROBERT ANDERSON, S.S.C., 37 York Place, Edinburgh, Secretary.

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Examinations for DIPLOMAS held in January, May, and October.

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FOUNDED 1903.

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For further particulars apply to the SECRETARY.

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5 & 7 Johnson Street, Notting Hill Gate, London, W.
(Founded 1891.)

EXAMINATIONS for MEMBERSHIP, LICENTIATESHIP, and for the SCHOOL TEACHERS' DRILL CERTIFICATE are held thrice annually—in February, June, and November respectively; but additional (Local) Examinations for School Teachers are held under certain conditions. Full particulars are to be found in the Handbook issued by the College, which will be sent on receipt of a 1d. stamp.

Education Committees, Schools, Colleges, and others requiring qualified INSTRUCTORS of either sex should apply to

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EXAMINATIONS held for Swedish Gymnastic Teachers' Diploma.

The Association keeps a list of certificated Gymnastic and Games Mistresses.

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OCCASIONAL NOTES.

MR. PEASE'S reference to the Registration Council in the course of his annual statement presents a striking contrast to Sir Robert Morant's White Paper and shows that a better mind inspires Whitehall. He evidently looks forward to the Council's being a good deal more than what its name implies. It will not merely keep a register of teachers; it will be a body representing the whole educational profession which the Board can from time to time consult far more effectively than the present anomalous Consultative Committee. The institution of an Educational Council, on which all the sections of what is a very heterogeneous profession shall be represented and which shall be able to speak with authority on educational questions, has been the aspiration of a whole generation of teachers, and it was formally endorsed by the Bryce Commission. The Registration Council will to a great degree, we may hope, fulfil the functions of such a council. It will be representative and it will be too large for any particular section or interest to dominate. The President's "comfortable words" deserve to be quoted textually:—"One of the great advantages of this step [the re-establishment of the Teachers' Registration Council] is that we shall be able from time to time to consult the representatives of the profession upon matters which we propose to change, or which we have changed, in connexion with the work of the Board. It is most important that we should work in touch with the teachers, and I hope that the work of the Registration Council will remove any possibility of misunderstandings which in the past have unfortunately arisen."

Mr. Pease on the
Registration
Council.

ONE of the most important passages in Mr. Pease's speech, as a sign of the times, was that in which he threw cold water on examinations in technical education. The Board, he said, do not want students during the early stages of technical education to feel that they are bound by syllabuses and examinations.

Examinations
for Student
Teachers.

Even the higher grade examinations he did not seem to consider necessary, though they were to be continued. But the thing to which he attached most value was a certificate signed by the principal of the college to the effect that the student had attended a course of training for a number of years and had completed it satisfactorily. We shall not be accused of any fondness for examinations if we put in a caveat here. We doubt the wisdom of leaving either schools or institutions to brand their own herrings. Sooner or later such branding would probably cease to command public confidence, and large varieties of standard would arise. For the rest, Mr. Pease's principle represents the ideal of a great number of teachers—no interference by external examiners during the pupils' school life and an examination at the end of it.

THE glut of elementary teachers which existed not long ago appears to be rapidly changing into a deficiency. Whereas not very long ago there were demonstrations of the unemployed in Trafalgar Square, now the Minister talks about a threatened shortage. There can

Shortage
of Teachers.

be no doubt that the superfluity existing at certain times of the year was in a large measure the result of the system under which all the students leave the training colleges at the same time of the year. This makes a glut in the autumn which is not inconsistent with a shortage in the summer. If the Board's policy of encouraging variety in the training-college year is successful, we shall probably hear less about unemployment. The threatened shortage Mr. Pease hopes to meet in the only way it can be met—namely, by making the service more attractive. In particular, pensions are to be improved. How badly this is needed is shown by the fact that the maximum pension attainable by a teacher is £59 for men, and £40. 14s. for women.

THERE were a few other points of interest in the statement. More women Inspectors are wanted, and their number is to be raised from twenty-eight to forty-one. The Board are doing what they can to promote the teaching of modern languages. Mr. Pease, however, failed to say what they were doing to encourage the study of German. The Board accept the report of the Consultative Committee on examinations, and hope to confer with the Universities on the best method of meeting the suggestions made. The provision of school playgrounds is being pressed. Statutory Committees for assisting children on leaving school in the choice of employment are coming into being, and some thirty schemes have been approved. On the continuance of education after the school age, however, the Minister had little to say beyond the expression of a pious hope that employers would compel the boys in their service to attend school on one or two afternoons a week.

IN listening to the debate of the Head Mistresses on Training one felt that the Bill was in Committee,

while the discussions of the Head Masters on the same subject have left the impression of a first reading. Half the speakers had themselves been trained, whereas a trained head master is a black swan. To continue the metaphor we might characterize the resolution moved by Miss Gray as a wrecking amendment. It professed no hostility to training colleges, but, if adopted, it would in fact substitute apprenticeship for professional training. We heard again the arguments which in the days of our youth we profanely christened as the doctrine of apostolic succession and "the silk purse and the sow's ear." The modern mistress, we were told, will have heard the best lessons given by the best teachers, will unconsciously have absorbed their methods and carry on the tradition. By teaching one becomes a teacher. A week of practice is worth a year of theory. Without Personality (with a big P), both theory and practice are of no avail. On the other hand, the testimony to the value of training of those mistresses who had themselves taken the full college course was clear and unqualified. The one charge to which the training colleges lay themselves open is that they will not or cannot weed out students who show no aptitude for their future work. We do not deny that a good training may be given in a school, but it must be specially organized for the purpose. To put the duty of training on the existing staff would be no less unfair to the staff than to the student teacher. The conference was well advised in resolving that the Bill be considered this time twelve months.

THE Conference also considered the cognate subject of the Teachers' Register, and passed, with slight amendments, a well considered resolution drafted by Mrs. Bryant, in which we find little to criticize. It takes, however, for granted what seems to us the crux of the whole problem, the possibility of framing a Register by sections. This, it will be remembered, was pronounced in the White Paper as *ultra vires*, but we believe ourselves that it will be found quite compatible with the single list required by the Act. The resolution most wisely confined itself to principles, and left the working out to the Registration Council. It was content to affirm the triple test for admission: academic qualification, training, and experience. We rejoice to learn from Mrs. Bryant that the N.U.T. will raise no objection to a high standard, something higher, we may take it, than what is required for a Government Certificate. As to what may be called the jail-delivery clause, we feel doubtful. Five years is better than two, and ten would be better than five. No teacher of less than ten years' standing can plead that he had no warning that training would be required. At any rate, some distinctive mark should be attached to the "ten-year man."

THE Universities of Cambridge and London are instituting examinations in modern languages, which can be taken by persons who are not pursuing a University course. They are designed especially for teachers with whom such languages are a secondary subject. The two examinations will be on the same lines and will be of a very practical character. Translation to and from the foreign language, an essay in that language, and phonetics will be the principal subjects, and there will be an oral test, which we hope we may

assume will be stringent. The examinations will be certainly useful. The country is being flooded with certificates in modern languages of all sorts and kinds, given by societies and organizers of holiday courses, and the value of many of them is problematic. Modern languages are largely taught, especially in the early and middle stages, by teachers who have taken a degree in some other subject, and they have at present no means of obtaining any incontestable certificate of their attainments. To these the new examinations should be welcome, as they should be also to head masters and other appointing authorities, who have at present no means of gauging the linguistic attainments of candidates for posts.

A WEEKLY contemporary, in a vivacious article, calls attention to the ever-increasing "flood of books." It is indeed almost terrifying to read that the output of printed books has doubled since 1901, and we have visions of the British Museum spreading over a square mile of London. With our contemporary's view that the mere multiplication of books indicates no real spread of culture or of thirst for knowledge we sympathize, and we recognize that he is not far from the truth when he says that "the first stage in popular literary education naturally evokes a superstitious desire to amass quantities of low-grade intellectual and emotional experience." We might put it more briefly by saying that we educate our children just enough to make them enjoy emotion, but not enough to make them enjoy thought. The great difficulty, no doubt, in the way of schools is that the vast majority of their scholars leave before the age at which enjoyment of thought begins and at which it is possible to distinguish books of solid worth from trivialities. Still, we feel inclined to ask whether schools are giving the kind of literary training which will fit children when they grow up for solid reading. What is wanted is the development of the capacity to read what requires mental effort, and the desire to read, not merely for enjoyment, but for instruction. But in schools literature is too generally regarded principally as a source of pleasurable emotion. Fiction and poetry are the staple diet; not mental effort, but interest, is the object aimed at, and in many cases this principle is carried to such lengths that teachers hesitate to call upon the pupils to make much serious effort lest it should weaken the interest of the book. Hence children when they leave school read nothing but the *Daily Mirror* and the penny shocker.

BUT this is only a small part of the question. There is another side of it which is at least equally important. The appreciation of solid literature—and by literature we do not mean merely fiction and *belles-lettres*—is not a quality which can be developed by itself, or trained by some particular teacher employing some particular "method." It is rather only one function of a vigorous mind that enjoys strong food, and a healthy character that loves knowledge and serious thought. It has only a slight connexion with literary taste. The man who prefers solid history to the "chatter about Harriet," with which the circulating libraries load their shelves, shows usually not so much an appreciation of good style—for the chatters often write extremely well—as a preference for the great over the petty. And the mistake many

The
Head Mistresses
on Training.

The Teachers'
Register.

New Tests in
Modern
Languages.

Light
Literature.

Solid
Literature.

teachers make lies in thinking that the cultivation of a sense for style is the important thing, whereas what is really wanted is a sense for what is great in feeling and action. Such a sense can be the outcome only of the whole upbringing, not of lessons in any particular subject.

Medical Entrance Examinations. THAT distinguished body the General Medical Council, or, at any rate, its President, Sir Donald MacAlister, has come to the conclusion that secondary education in England is chaotic. A remedy is to be found, he advises, in a State-leaving certificate, such as they have north of the Tweed. The Government is not only to examine, but also to accredit the teaching. Meanwhile certain recommendations have been adopted relative to a higher standard for the preliminary medical examinations. You cannot please these doctors. If a University insists on a high standard at its matriculation, it comes in for incessant abuse from the profession, their argument being, as Sir Clifford Allbutt put it to the Council, that the examination test was fallible and by it men who might bring great credit to the profession were excluded. When, on the other hand, they discover that medical students seem ignorant of Latin, French, "or anything that an educated man was expected to know," they abuse the schools.

Medical Education. WE feel disposed to take the battle into the enemy's camp. Readers of the medical evidence before the Royal Commission on University Education in London can come to no other conclusion than that medical education in this country is absolutely unprogressive. An important scheme for the concentration of preliminary medical teaching in London was wrecked some years ago because of dissensions among the doctors. Since then practically no progress has been made in the better organization of medical education in London, nor do the medical profession show much anxiety on the matter. We have no right to speak on medical questions of a professional character, but it is significant that a law-case recently had to be adjourned in order that expert evidence on a disease called *status lymphaticus* might be obtained from Germany.

Consumption. THERE is one medical question in which all teachers are interested—that of tuberculosis, its origin and character. There again, according to Prof. Karl Pearson, doctors differ. Dr. R. W. Philip holds that there is ample evidence that tuberculosis exists in the majority of school children—as many as 90 per cent. it has been suggested by Continental investigators. Are we to exclude 90 per cent. of the children from school? Prof. Pearson says that to anyone who approaches the problem of tuberculosis from a neutral standpoint it is fairly clear that medical knowledge on the subject is almost complete "chaos." Strange that he should select the precise word which the doctors, in the same number of the *Times*, use to describe the condition of our secondary schools.

Promotions in our Elementary Schools. WE are glad to see that the London County Council is making some alterations in its regulations about what are called "double promotions" in elementary schools. The system as it exists is a veritable scourge to the schools. Actuated partly perhaps by the wish to meet the Board of Education's requirements

about the size of classes, but probably impelled mainly by some crude and hazy notions about economy, the Council some time ago adopted a policy of compelling the head teachers to move children up sufficiently rapidly to keep the top standards full throughout a year. Instead of promotions taking place once a year only—the only sound system—they have taken place twice, with the result that the upper standards have been swamped with half-prepared children. The writer of this note has himself seen a fourth standard in which there were twenty boys who six months before were amongst the infants. It is needless to say that the teachers have been in arms against the ukase ever since it was promulgated. The Council's changes in its rules are by no means so drastic as we should like to see; but still they are in the right direction, and give greater liberty to the school staff. The case is a good illustration of how an administrative body bungles when it interferes in a purely technical question. If the Council's teachers are not competent to classify their pupils, there is only one thing for the Council to do—namely, dismiss the whole lot and get a new set. Interference like this with any other professional men is almost unthinkable. No Local Authority would venture to dictate to its doctors how adenoids and ringworm should be treated.

Spelling Reform. HAD Miss Gavin proposed a resolution for the adoption in schools of the Simplified Spelling Society's scheme, with its digraphs and trigraphs, we doubt whether she would have carried a dozen votes, but she succeeded in bringing home to the Head Mistresses the absurdities of our present spelling, the nuisance that they are to school-children and foreigners, and the difficulties they put in the way of the spread of English as an international language. If the missionaries of the Society can induce people to care a little less about exactitude in spelling, they will achieve something. Rigid uniformity in spelling is a thing of quite modern growth (Elizabethans spelt even their own names in two or more ways), and it is in reality no more necessary to human intercourse than rigid uniformity in pronunciation. There are already a considerable number of words in English—such as "honour," "programme," "rhyme"—that may be spelt in two ways. No one, as far as we can see, would be a penny the worse if their number were multiplied ten-fold—unless, indeed, it were the examiners, who might find part of their occupation gone. That a tide-waiter or an Indian civilian should be plucked because he spells "posthumous" without the *h*, or even "parliament" without the *i*, is a relic of mandarinism.

Archæology and History. TEACHERS of history ought to feel some interest in the various Bills for the preservation of ancient monuments which are now before Parliament. Archaeology has won a place in the schools as the handmaid of history, and excursions to view ruins and buildings of historical interest are a recognized part of the educational work of elementary schools. This is all to the good, as long as it is borne in mind that these things illustrate history, but do not teach it. They are the externals of the nation's story, and as such help to bring many elements in that story home to children; but they do not teach its inwardness, which is the really difficult thing to teach. Children do not understand the part monasteries played in the life of the country, still less the movements of thought and

feeling which brought about their destruction, very much better for having seen a ruined abbey. The boy who has been over the model of the "Revenge" at the Earl's Court Exhibition will know better how Drake fought, but he will not understand the mixture of crusader, patriot, and buccaneer that Drake was a whit more clearly. He will realize better what Drake did, but not a bit better how Drake felt. And to make him understand how Drake felt is the really difficult task. Still, the external, concrete fact may help to awaken interest in the forms of human life and activity which produced it, and we cannot afford to neglect any means of awakening interest.

PREPARATORY departments to secondary schools—are they a boon or an evil? The question is continually arising, and every new proposal to establish such a department is denounced as an attempt to form a select and exclusive elementary school. In our view the question

Preparatory Departments.

is primarily educational, or, at any rate, must be argued in these days solely from an educational point of view. At what age should the curriculum of a child whose school education will be continued to the age of seventeen or eighteen differ in scope and character from that of a child who will leave school at thirteen or fourteen? This abstract question has to be considered in relation to the accepted fact that elementary-school children cannot be selected for scholarships with any approach to scientific accuracy or even justice until they reach the age of eleven or twelve, and there must therefore be a large influx of pupils into secondary schools at this age. It is surprising how the years go by without any general principles being enunciated on this and kindred questions. Perhaps the explanation is to be found in our national dread of uniformity or in the instability of social conditions.

CAMBRIDGE has lost in the past month two worthies who might well furnish a modern Plutarch with a Parallel Life. Both attained to threescore years, both spent and were spent for their University, both won high rank as scholars; but in temperament and manners they formed a striking contrast. Ernest Stewart Roberts in the memorial volume, which was his latest work, named Dr. Caius as the second founder of the College; he himself is not unworthy to be remembered as a third. In the *Times* obituary it is recorded that out of a total of twenty-seven Fellows seven hold University professorships. These and all the other distinguished sons of Caius would own the debt of gratitude they owe to Mr. Roberts whether as a coach, a lecturer, or a tutor, and in any case as a counsellor and friend. Arthur Verrall laboured hardly less strenuously, but he was to the end both as a teacher and a writer a free lance. Though rooted at Cambridge he never suffered the thinnest incrustation of donnishness, and appeared to the newest of freshmen a *bon camarade*. He brought to ancient literature an open eye and snapped his fingers at scholiasts and pundits. Paradox after paradox came from his teeming brain, some wild and wanton, as his Horatian cryptogram; others no less sound than brilliant, as his "Euripides the Rationalist." And behind his gay humour and bohemianism there was a core of Roman virtue that showed itself in his devotion to his old school and his college, and his long and lingering illness was borne with Stoic fortitude.

LOCAL AUTHORITIES.

THE circular of the Board of Education announcing that the new edition of the Code for Elementary Schools will contain changes tending to give greater responsibility and liberty to Local Education Authorities

Devolution.

must be applauded. The changes indicated are not, perhaps, of much importance, but short and hesitating as the step may be it is in the right direction. It is nearly ten years since the Education Act of 1902 was passed. "Under our plan," said Mr. Balfour in the House of Commons, "we create a single master of the whole of the primary educational machinery in each district, and that master is an absolute master." Again, referring to the managers of schools, he said: "If they have been in the habit of complaining of the minute and petty interference of the Board of Education at Whitehall—interference which is alleged, rightly or wrongly I know not, to have thrown a quite unnecessary burden upon many schools—let them remember that interference from Whitehall will no longer be with individual schools; it will be with the County Council. It is the County Council which will receive the Imperial subvention; it is to the County Council that all complaints will have to be made; it is by the County Council they will have to be remedied."

BUT for nearly ten years the policy of the Board has been not to

After Ten Years.

"decentralize education," but to divest Local Education Authorities of any interest in "education" and of any "authority" in dealing with it. They have been permitted to retain, however, the "local" privilege of raising by means of local rates the enormous increase in expenditure which has taken place during the decade. Mr. A. F. Pease and Mr. Selby-Bigge are to be congratulated upon the desire, manifested by the circular, to recognize that Local Education Authorities are entitled to some measure of confidence and consideration. It indicates, perhaps, the beginning of better things.

THE President of the Board of Education in presenting the Education

The President and "Results."

Estimates claimed that the sum required—rather more than £14,500,000—was "amply justified by its purposes and results." Mr. Pease could not be expected to say anything else, and in any event whatever the value, or otherwise, of the results he is in no sense responsible. But later on, perhaps, he will make it his business to ascertain, not from permanent officials or from representatives of the teachers, how far the view he has expressed is supported by public opinion in this country. And if he comes to a different conclusion, we believe he will have the courage to say so. About the time when Mr. Pease was congratulating his Department in the House of Commons, Sir Melvill Beachcroft, at a conference at Southend, was discussing whether we get value for our money in elementary schools. He suggested that the time had come for the huge expenditure to be justified by its results. "Did the present system of public education fit the average boy and the average girl for the life he or she had to lead? That was the real question which in these days needed to be answered." And Sir Melville suggested that the answer was, as regards the minority, Yes; for the majority, No.

IT is significant, but far from reassuring, that the removal of Sir

Agricultural Education.

Robert Morant from the Board of Education was followed immediately by the announcement that the interests of agricultural education were to be controlled by the Board of Agriculture and Fisheries. The Board of Education Act of 1899 was passed for the purpose of vesting in a single authority the superintendence of matters relating to education in England and Wales. This Act of 1899 contemplated the transfer to the Board of Education of the educational functions conferred on the Board of Agriculture by the Act of 1889. During the past twelve years the tendency has been in this direction, but now it is "as you were" before 1899 and a Board of Agriculture with new schemes of agricultural education, a longer purse, and consequently greater potentialities for disturbance.

TO the Local Authorities, perhaps, it is unimportant which department of the State is responsible to Parliament for the control of public education. The permanent officials of the Board of Agriculture, the Admiralty, or the Lunacy Commission would probably do quite as well as any others. But what the Local Authorities ought to regard as important, and ought to insist upon, is that their educational administration shall be regulated by a single body of permanent officials, acting under one Minister of the Crown. The difficulties of co-ordination are serious enough when those entrusted with different branches of the educational

Divided Authority.

work are acting in concert and are responsible to the same chief. Under independent, and possibly rival, Government departments co-ordination is out of the question. As far as agricultural education is concerned we may now anticipate new regulations, additional officials and Inspectors, and the appropriation of public resources with a view to increasing the burdens of the rate-payer.

It is the natural ambition of a Minister of the Crown to mark his tenure of office by passing a new Act or inaugurating an administrative change. The President of the Board of Agriculture did not shine when responsible for Education, and he is anxious no doubt to appear as the inventor and patentee of an educational system which will arrest rural depopulation and shed the light of science throughout the dark byways of English agriculture. To aggravate the complexities of local government, England and Wales are to be divided into twelve provincial districts, and each district is to possess a Representative Agricultural Council. The precise functions of this Council have yet to be disclosed, but it will be supposed to correlate and, to some extent, control the agricultural education in the county areas comprising the province. As a condition of a grant from the Development Fund, County Councils will be required to appoint agricultural organizers and remodel their schemes of agricultural education in conformity with the views of the Board.

The New Light.

It is an attractive pursuit, of course, to regard England and Wales as a clean slate, and to propose a new administrative system, a new staff of officials, and new types of teaching institutions on the assumption that the people pursuing a particular industry are ignorant and, therefore, unsuccessful. But the old problem remains. And it will be solved by economic change rather than by educational process. If it pays to do a thing, people will very soon find out how to do it.

The Old Problem.

THE decrease in the number of candidates for the profession of elementary teaching is a serious matter for Local Education Authorities. While the staffing regulations of the Board are more exacting, it is less easy for the average boy or girl to qualify. Moreover, if the intentions of the Board are carried out, in the year 1914 a large number of supplementary teachers will cease to be available in schools for older scholars. (Of the teachers now employed nearly 10 per cent. are "supplementary.") This question is one which affects more particularly the sparsely populated administrative areas with a large number of small schools. A school of sixty children is frequently more efficiently staffed with a head teacher and two "supplementary" than with a head teacher and one "uncertificated." Unless the cost of maintaining small schools—already a heavy charge—is to be largely increased, the Board of Education will be obliged to modify its staffing intentions to meet the requirements of rural areas.

The Supply of Teachers.

THE deputation to the Board of Education from the County Councils Association urged the desirability of an inquiry into the whole question of the supply and preparatory training of teachers. Mr. Pease expressed the opinion that a Departmental Committee would be attended with too much delay. He promised, however, to consider carefully the points raised, and later on to arrange for an informal conference with representatives of the Authorities. This method of dealing with the matter ought to be productive.

County Councils Association.

At the Annual Meeting of this important Association the following resolution was referred to the Executive Committee:—"That, with a view to securing a better supply of candidates for the teaching profession, a special grant be given by the Board of Education of half the maintenance of all scholars sent by the Local Authority to a secondary school and allowed maintenance by that Authority analogous to the proportion of bursar grant at present allowed." There are three objections to the adoption of the course suggested by the resolution. It would mean that a child at the age of twelve or thirteen would be earmarked for the teaching profession; that the general payment of a maintenance allowance, in addition to free secondary education, would tend to recruit the supply of elementary teachers exclusively from the class of wage-earners; it would add considerably more than £200,000 to the cost of the preliminary training of teachers, half of which would be paid out of the rates.

Association of Education Committees.

THE sum of £60,000 placed at the disposal of the Board of Education by the Treasury for "grants in respect of medical treatment" is, of course, to be utilized for the purpose of stimulating Local Authorities to increase their expenditure on medical inspection, or to embark upon

schemes for treatment which are now optional. The County Councils Association are only prepared to accept the proposals "as a temporary instalment of the grant already promised," and it is unable to recommend Authorities to incur expenditure for medical treatment. The Worcestershire Education Committee has already decided to make no application for a grant under the new regulations, because it might be regarded as a waiver of their claim to a grant for medical inspection, and it would commit the county to further expense.

SIR GEORGE NEWMAN would probably agree that this grant is not to be regarded as in any sense fulfilling the old promise. Any Authority fulfilling the requirements of the Code regarding medical inspection is entitled to share in the grant in so far as any part of its scheme is concerned with treatment, as distinguished from inspection. That is to say, if the Inspectors test the eyesight of children and prescribe glasses, if they re-examine children, or if school nurses have been appointed to "follow up," the Authority is in a position to make a claim, and will probably receive something like 50 per cent. of their expenditure on these services.

The Grant.

THERE can be no question as to the futility of medical inspection unless it is associated with remedial measures—a fact now generally recognized by Local Authorities. The annual cost of a school nurse is less than half the cost of a medical inspector, and for practical purposes her work is probably of much more than double the value. The remarks on school buildings generally made by the medical experts suggests a condition of affairs extremely uncomplimentary to the Inspectors to the Board of Education. The School Medical Officer for Devonshire has presented to the Authority for that area a special report embodying recommendations for remedying or preventing unhealthy conditions in the schools. Needless to say, the requirements are numerous and comprehensive, and one of the members said he was astounded when he read the report, and "hoped they would not be called upon to be a committee of grandmothers." The trouble is, however, that what was good enough for our grandparents falls far below the standard demanded for their grandchildren.

Devonshire.

THE Director of Education (Mr. Coffin) has completed his first year of service in Bradford. At their last meeting the Education Committee showed their appreciation of his work when, upon the motion of the chairman and by a unanimous vote, they increased his salary from £800 to £900 per annum.

SCIENCE NOTES.

THE Departmental Committee on the Science Museum and the Geological Museum has just issued the second, and final, instalment of its report, and the prospect of an early attainment of a valuable addition to the existing establishment appears good. The scheme of buildings proposed is simple in outline and convenient in arrangement, while it doubles, or more than doubles, the space available. For many years we have wanted provision for the adequate illustration of all branches of physical science, pure and applied, and of the scientific and economic work of the Geological Survey. We hope that shortly this ideal will be realized in close proximity to the other great museums at South Kensington. Teachers would welcome an extension of the historical collections, which already contain unique examples representing discoveries which have laid the foundations of modern science.

THE Dundee meeting of the British Association will offer many attractions—educational, scientific, and social. The attendance of foreign savants is likely to be large, physiology being strongly represented. The presidency of Prof. Schafer doubtless contributed to this feature. Shipping problems and wireless telegraphy will be prominent in the engineering section, and the geology of Scotland will not only receive attention in the form of papers and discussions, but will give rise to excursions of unique interest. We know that people can live at Dundee or Edinburgh without becoming geologists, but we cannot explain how they do it. Zoologists will have an excellent time, and a popular element will be a cinematograph exhibition of whale-fishery. The geographers will be occupied with problems of Africa and the Antarctic, while the chemists will devote most of their time to research in organic chemistry. The meeting will last from the first to the second Wednesday in September. The address of the Association is Burlington House, London, W.

British Association at Dundee.

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THE program of Section L, the Section of the Association devoted to Educational Science, is practically completed.

Section L. The President, Prof. J. Adams, has selected "The Possibility of Objective Standards in Education"

as the subject of his address. We may venture the surmise that Dr. Adams will consider the claims of "educational science" to the title of "science," and we hope he will establish those claims, for it is a hindrance to progress that any well meaning expert in, say, Medicine or Engineering, should presume to advise the teaching profession on the art of teaching. Leaving certificates, vocational teaching, and the teaching of mathematics will be among the topics of direct interest to science masters and mistresses.

THE British Ordnance Survey Officers are revising the Principal

Ordnance Survey.

Triangulation of the United Kingdom, and are making a comparison of the work of 1835 with that made possible by modern appliances. Base-lines are being measured by the use of tapes 100 ft. and 300 ft. long, made of invar. The tapes are suspended under constant tension in catenary from tripods, by which method temperature connexions and compensating bars are eliminated.

WE have received the report of the Council of the City and Guilds of

City and Guilds Institute.

London Institute, dealing with the administrative and financial aspects of a work of great national importance by reason of its encouragement of technical education. We note that the City Companies have already contributed over £800,000, and we are prepared to say that few better investments have been made for the benefit of British industries and health. One point of weakness is to be found, and it is a deplorable one: we refer to the neglect of the provision which is made for Art. The lecturers and equipment are good—the students far too few.

"VERY objective in its treatment, it skillfully utilizes the familiar, and works Socratically; it is demonstrative rather than informative, giving the reader the delicious

Ideal Science Textbooks.

illusion that he is himself at work building up the science of plant physiology; it has a masterly simplicity of style, showing what a lot can be made of relatively simple experiment."—These words are a quotation from an able review of Prof. Timiriacheff's "Life of the Plant," which has just been issued in an English translation. We give them partly to call attention to a book which many teachers will find useful, partly as a good, concise statement of what a school science book should be. *O si sic omnes!*

A GOODLY supply of india-rubber stoppers and tubing is one of the

Synthetic Rubber.

great advantages which science teachers of to-day possess over their predecessors. But, unfortunately, rubber is perishable and expensive. Any reduction in its cost will therefore be welcome to those in charge of laboratories. The recent success in synthesizing rubber will, of course, have a wide effect; but we may for a moment refer to the gain in our own little sphere of action, where the substitution of india-rubber for cork or glass effects a great saving of time. The first announcement of the discovery was made by Prof. Harries of Germany, but it then transpired that an English patent had been taken out three months previously. Briefly the English process is as follows: (1) starch is obtained at less than 1d. per pound, (2) by fermentation of the starch fusel oil is made by the process invented by Fernbach (Pasteur Institute), (3) a cheap method of obtaining isoprene from the alcohol was found by Dr. Matthews, (4) isoprene is converted into rubber by the action of sodium. In July 1910 Dr. Matthews left some metallic sodium in contact with isoprene, and on returning in September found a solid mass of rubber. The value of a long summer holiday is clearly vindicated—especially for scientific workers.

How London journalism, with one or two rare exceptions, treats education was exemplified last month by the reports of the annual conference of the Teachers of Domestic Subjects. It was held in Battersea Polytechnic, the Duchess of Sutherland occupied the chair, the Principal of the Polytechnic (Dr. Rawson) welcomed the delegates, and excellent papers and addresses were read or made by Dr. de Moulpiéd, Mr. J. Wilson, M.Sc., Mrs. Pember Reeves, Miss Cropper, and others. The Duchess, as President of the Association, made a brief, amusing, and suitable address. One of our chief London daily papers, professing to report the conference, devoted just five inches to this introductory speech, while passing over entirely every name, paper, or address which occupied the attention of a conference numbering 1,200 members.

THE CIRCULAR ON MODERN LANGUAGE TEACHING.

THE Board of Education's Circular on modern languages, if not a very profound study of the subject, is a useful and well considered document. It adds nothing to the stock of thought on the subject, but it gives a good bird's-eye view of the position of the question, contains a great deal of useful advice, and cuts with a vigorous pruning-knife at some of the wilder growths of latter-day language teaching. It recognizes the peculiar difficulties which hamper the progress of French and German—the inadequacy, for instance, of the present course of work for a University degree to qualify students for professional work—and the general lack of training. Here we are glad to note that the Board have under consideration schemes for enabling young teachers to profit by the help of skilled specialists. Then the seriousness of the position of German is at last frankly and fully recognized. "German is completely disappearing from the curriculum of schools in which it formerly found a place, and in many schools where it is still taught the number of pupils who learn it is rapidly decreasing; this is particularly noticeable in the case of girls' schools." The reasons given for this decay seem to us inadequate; the Circular does not mention the most potent cause—namely, public sentiment. If the friends of German are ever to bring about a German revival, it will only be by persuading the man in the street that the language is at least as much needed for practical purposes as French, and by convincing the more highly educated public that the history and literature of Germany are as educationally valuable as those of France. This is especially true now that the Board are placing Latin and German practically on terms of equality. The Circular makes it quite clear that, where there are two or three schools in a district, any one of them is free to discard Latin and concentrate its efforts wholly on modern languages, if opportunity for learning Latin is provided at one of the others; and it is further stated that the Board hold that the supply of education in a district is incomplete unless there is at least one available school in which two modern European languages are taught. Head masters and mistresses in big towns have now got their chance, and we hope some of them will be bold enough to throw the classics overboard and devote their energies to giving a sound and well planned modern education, the various parts of which will be in harmony with one another.

On what is said about the organization of work we need not dwell; the Board do but give their imprimatur to principles which have been long accepted by teachers. We are glad, however, to observe an exposure of the common fallacy that the least qualified teachers should be given the lowest classes. On the question of specialist v. form teacher the Circular has little to say, and we regret the absence of any discussion of the effect on the teacher of continuous, uninterrupted language teaching—an important question too much neglected by the authorities. It is, however, suggested that it might be better in many cases for a member of the staff to combine history or English with the teaching of one foreign language rather than attempt to teach two foreign languages, but the difficulty of keeping up two languages is the only reason given.

In the chapters on "Method" the balance is held pretty evenly. Extremists on neither side will be pleased, but the general body of teachers will be glad that the Board assume no pontifical airs and make no attempt to dictate or dogmatize. For the earlier stages they are inclined to approve generally the principles of the New Method. "Mastery of the sound-system of the new language" must be the learner's first objective, and a correct pronunciation cannot be acquired by imitation only. But the writers merely skirt the edge of the question whether phonetics should be taught systematically to children, and whether a phonetic script should be used. In the elementary stage the instruction should be mainly oral: little written work should be required. Composition should be confined to the reproduction of what has been orally taught, and the acquirement of vocabulary is of special im-

portance. The case for teaching in the foreign tongue is inadequately discussed, but the fetish of "no English" gets a knock on the head. The attitude taken up on the question of grammar is a little hazy, but apparently the Board think that children who begin French at nine or ten may be content with unsystematic grammar evolved from the reading text for a year or two, while they are clear on the point that systematic grammar should be begun not later than twelve. So much for elementary stages; in the middle and later stages the Circular recognizes that much variety of treatment is possible. There is a definite pronouncement in favour of translation of French and German, "as an important exercise in literary composition," though there is no attempt to define the stage at which it should be begun. The same position is taken up on the question of the translation of English into foreign languages. At a denunciation of the triviality of the French texts read in the higher forms of many schools, and of the substitution of "unseens" for books in others, we clap our hands heartily. For the "human phonograph" the Board have no respect, and in exposing the errors of schools "where the acquisition of conversational facility has been wrongly conceived to be the principal aim of the teaching," the authors of the Circular use unusually vigorous language.

The principal defect we find in the document is that there is no adequate discussion of the direction which should be given to the work of the highest forms in the most advanced schools. True, it is said very well that modern sides have often not set a sufficiently high ideal before themselves, and as the right ideal "a liberal education based on the literature, history, and thought of modern and medieval Europe" is suggested. An admirable ideal, but is it practical? If all children began French at nine and German at eleven, if modern sides were as homogeneous as classical sides, and if their members were equal in mental calibre to their classical compeers, if as much time was given to French and German as to Latin and Greek, and if a variety of other conditions were fulfilled—it might be. As things are, it is hardly possible for a modern-side education to be all-embracing, and its organizers have to choose what path they will follow. One may elect to read history with his pupils, another poetry, drama, and *belles lettres*. Some discussion of these various possibilities of the higher teaching of French and German we should have welcomed, as we should also a chapter on the mental training that the study of languages gives.

Some interesting particulars of the modern language work done in eight selected schools are appended, and Mr. von Glehn, in his statement of the work done at the Perse School, gives a sketch of the theory of the New Method, which is the only attempt in the whole pamphlet to discuss first principles.

EDUCATION IN THE PERIODICAL PRESS.

- Admission of very Young Children to Schools. By E. W. Routley. *Medical Officer*, May 25.
From various points of view.
- Architecture, Recent University, in the United States. By Ralph Adams Cram. *Architects' and Builders' Journal*, May 29.
Read before the Royal Institute of British Architects.
- Beaks and Beakishness. By F. R. G. D. Schools and Scholars. *Morning Post*, May 24.
Why the schoolmaster is unpopular.
- Birmingham Open-Air School. By George A. Auden. *Medical Officer*, June 1.
Illustrated.
- Cape Colony, Education in, Report of the Fremantle Commission, A Comprehensive Survey. *Times Educational Supplement*, June 4.
- Children under the Poor Law. *Local Government Chronicle*, June 8.
Leading and special article.
- Clinic, Ideal School, its time-table, attendance, and Staff. III. *Hospital*, May 25.
- Co-operators, Proposed College for. *Co-operative News*, April 13.
- Drama in School; stories in action; slum children as heroes. By their Teacher. *Daily Telegraph*, May 30.

- Education and the Fullness of Life. Basis of National Strength. V. By Charlotte Mason. *Times Educational Supplement*, June 4.
- Feeble-Minded. *Spectator*, May 25.
- Feeding of Schoolboys. Some reflections on Boarding School Diet. By an Old Boy Medico. *Hospital*, May 18.
Agrees with proposed improved standard.
- First Diet of Universities. *Nation*, June 1.
The modern Universities: what they are and what they do.
- Furniture, Education Authorities and the supply of. *Local Government Chronicle*, June 15.
Leading article on the case, Rex v. Easton.
- Grammar Schools. By G. W. E. Russell. *Manchester Guardian*, June 15.
In connexion with the King's visit to Eton.
- Handicraft in Schools. *Local Government Chronicle*, May 25.
Leading article.
- Harrow School. Visit of the King and Queen. *Times*, June 15.
Historical and descriptive.
- Horticultural Education: Suggestions towards a Policy. *Times*, May 27.
Consider three classes and their interests.
- Infectious Diseases, Control of certain, amongst School Children. By Leslie Kingsford. *Medical Officer*, May 25.
- Influence of Defects of Vision in Relation to the Mental and Physical Development of the Child. By R. Bishop Harman. *Medical Officer*, June 8.
- Italian Educational Movement, The New. By Foster Watson. Schools and Scholars. *Morning Post*, June 14.
Dr. Montessori has supplemented her high ideal of the old Renaissance with that of deep, enlightening, educational interest in the development of the weakest, most defective, and most neglected children.
- Mental Diseases, Modern School Conditions and. *Medical Officer*, June 8.
- Mentally Defective, Control of the. *Local Government Chronicle*, May 25.
Leading article.
- Nature Study in India: Difficulties and their Solution. *Times Educational Supplement*, June 4.
- Pensions. *Times Educational Supplement*, June 4.
Leading article.
- Proper Food for Children: the Voice of Nature; Variety and Tastiness. By a Homcraft Mistress. *Daily Telegraph*, May 30.
- Public Schools and Caste. *Spectator*, June 1.
- Rational Spelling Illustrated and Vindicated: Teaching by Sound. By Prof. Walter Rippmann. *Daily Telegraph*, May 30.
- School Question. By Margaret McMillan. *Daily News and Leader*, June 18.
- South Africa, Problems of, Language and Education: the Latest Phase of the Controversy. *Times*, May 24.
- Spinal Curvature in School Children. By James Kerr. Illustrated. *Medical Officer*, June 1.
- State and Education. *Times*, June 7.
Leading article on Education Vote.
- Summer Studies. *Pitman's Journal*, June 1.
Suggested co-operation, &c., for shorthand study.
- Universities, Coming Congress of: Education and the Empire; Two great Imperial Topics for Discussion. *Times*, May 24.
Subject races; the industrial problem.
- University, Ideals of a. By the Dean of Westminster. *Guardian*, May 17.
Sermon preached at Westminster Abbey.
- Van-boy Labour. By Charles E. B. Russell. Schools and Scholars. *Morning Post*, May 31.
- Verminous School Children. *Medical Officer*, May 25.
Leading article and report of case.
- Weyburn International School. By A. S. D. Schools and Scholars. *Morning Post*, June 7.
The schoolmaster in Meredith.

No less an authority than Sir Lauder Brunton, M.D., when addressing the proposed National League for Physical Education and Improvement, has commented on the devotion and self-sacrifice which animals exhibit in order to protect and save their progeny from injury or death. One of the London dailies related a curious illustration of this. At a class where the teacher was showing the better way in infant management, a strong point was made of the advisability of testing baby's bath with a thermometer. "What's the sense of it?" said Me-as'-as-buried-six; "I don't want none o' them tricky things," eyeing the thermometer glumly, "I know what the bath's like. If the bily turns red, it's 'ot; if he turns blue, it's cold."

REVIEWS AND MINOR NOTICES.

The Evolution of Educational Theory. By JOHN ADAMS, Professor of Education in the University of London. (10s. net. Macmillan.)

This is the first volume of a series entitled "The Schools of Philosophy," planned and edited by Sir Henry Jones, Professor of Moral Philosophy in the University of Glasgow. The object of the series is to present the history of philosophic thought, not as a series of independent units but as progressive stages of evolution. To commence such a series with a treatise on applied philosophy may seem illogical, but the order of the volumes was doubtless determined by other considerations, and a referendum of teachers would undoubtedly have confirmed the editor's selection of Prof. Adams. He has all the learning that we expect to find in our premier Professor of Education, and he has, moreover, what is more important, that broad outlook on life and letters that enables him to see things in perspective, to present education as one aspect of civilization. Add to this the art of putting old problems in a new and original light, sometimes by an epigrammatic turn or a striking illustration, more often by an apt quotation and his pregnant comments thereon. The first chapter, which deals mostly with definitions, reveals some of these qualities. He distinguishes *teach* and *educate*. To teach implies something taught. Even when Gideon taught the elders of Succoth with thorns and briers he taught them something. He could hardly be said to have "educated." We badly need some word other than "pupil" as the correlative of "educate." Prof. Adams invents, or rather resuscitates, "educand," a word found in William Petty's "Advice," though not in the Oxford Dictionary. We prophesy that "educand" will soon become as familiar in our ears as "educationist," which is less than a century old. While we are on the subject of words we may note another "neologism"—"awareness," a useful word as free from the connotation of "consciousness," but recurring here with unnecessary frequency. The language throughout is delightfully unpedantic, and, instead of coining "long-tailed words" like Dr. Stanley Hall, Prof. Adams seeks rather to avoid them. Once or twice we find a "would" where a Southerner writes "should," and a doubtful concord—"Making all due allowance . . . their priests cannot be supposed," &c., but these are the only holes we have to pick.

To return to the matter, all English textbooks, from R. H. Quick's "Educational Reformers" downwards, proceed chronologically. Each theory, or stage of education, is treated in connexion with some great thinker or school of thought. Here each theory is made the starting-point, and its relation to the development of educational theory as a whole is shown. In previous histories of education there is rarely any clue to the labyrinth. Under such headings as Chinese, Hebrew, Greek, Christian, Scholastic, Rabelais, Comenius, Herbert Spencer, the student is informed what was studied and how it was studied in divers times and places, and what were the views and influence of certain educational reformers: but little or no attempt is made to connect the tributaries with the main current or to show their bearing on the problems of the day. No wonder that it is a moot question whether history should be a compulsory subject for a teaching diploma. Here the ground is cleared by Prof. Adams's generalization that before the Renaissance the history of education presents practice without theory; that it was only with the Renaissance that education became self-conscious and based its theory on practice. Stated thus baldly, this generalization sounds paradoxical, but it is duly qualified in the text; and Greece, or rather Athens, stands out as a specular mountain in the plain.

For such a treatment of the subject a clear definition of the problems involved and of the terms employed is essential, and this we get in the first chapter. This is done by well chosen dichotomies, some familiar, and some improvements on popular nomenclature. Thus, education is subjective or ob-

jective, human or cosmic (in place of formal or informal), specific or general, individual or collective, integral or sectional. Its two aims (following Herbart) are self-realization and many-sided interest. Individuality is a datum, character is mouldable: personality lies half-way between the two. Heredity and environment are also included among the educator's data (Prof. Adams is a thoroughgoing Weismannian), but here there is some inconsistency, for later on we are told that environment is to some extent in the power of the educator. These are the bare bones, but the reader must consult the text to see how they can be made to live. If we might venture on a criticism, Prof. Adams is too much inclined to empty his sack; not that he ever gives us chaff for grain, but more than is required for his immediate object. The paragraphs on theory and practice might be curtailed without loss to the argument, and the dissertations on the various meanings of "Nature" might, with a little expansion, form a separate lecture or essay.

We pass to the body of the work, a discussion of Humanism, Realism, Naturalism, Idealism, Materialism, and Atomism, all leading up to the supreme problem of the day: Formal Discipline as opposed to Specific Education.

Prof. Adams's attitude to the future may be described as tempered optimism. The science of education is still in its infancy and only beginning to employ quantitative methods. Even now we can to some extent measure a boy's mental aptitudes, and we may hope before long to determine his personal equation—to draw, so to speak, his horoscope—and settle how far and in what direction he is educable, and by so enabling him to realize himself we shall best fit him for social needs. The ideal of democracy will best be attained not by the *Einheitschule*, by any process of levelling down, or, if you will, of levelling up, but by a change in public sentiment, which will gradually obliterate the social distinction between the mechanical and the so-called intellectual. We shall still educate our classical scholars, but they will no longer form a caste of Brahmins. For teachers as a profession Prof. Adams advances no immoderate claims. In his republic there are no philosopher-kings. We cannot hope to breed Egerias. The rank and file will, when trained for their work, be granted a status not lower than that of the other learned professions, but they must be content to serve and exercise their individuality within strictly defined limits. The organization and curriculum of each school will be determined by middlemen, the educational engineers, as they are here called—an ideal that is to some extent realized in the American school superintendent. These will serve as intermediaries between the philosophers and the workers, as a link between theory and practice, and such posts should not only act as prizes to those who have entered the profession, but attract our best wits to enter it. Whether they are to be appointed by the State, and how far they are to be subject to State control or independent, as are the Judges, is not determined.

There is one notable omission, doubtless intentional. Principal N. M. Butler has somewhere laid down that the purpose of education is to transmit to the child his inheritance—physical, scientific, literary, æsthetic, and religious. Of the last and, according to Dr. Butler, the greatest, there is not here a word, and hardly a hint.

Our sole object has been, by indicating the contents, to send the reader to the volume itself; but, as a bare analysis is of necessity dull, if not repellent, we may in conclusion enliven it, and perhaps make the book more attractive, by quoting a sample of the epigrams in which it abounds:

The twentieth century is supposed to know these things [the recent discoveries of science], but its knowledge is in most cases confined to an awareness of when to press a button (even if we hold the Platonic doctrine of anamnesis).

After all, an educator is necessary to bring out all that is implied in our undeveloped character. Reminiscence leaves room for some outsider to jog our memories.

Each age demands a new statement of educational theory, just as it demands a new translation of a great classical work.

The public-school master has an uneasy feeling that the technical man may be a sort of Christian gentleman, though, to be sure, not quite in the same way as the public-school boy.

In our passage from the old specific education of the prehistoric times to the new specific education of the present we have, in fact, boxed the compass.

The Charterhouse of London: Monastery, Palace, and Sutton's Foundation. By W. F. TAYLOR. (7s. 6d. net. Dent.)

Among famous schools Charterhouse is probably unique in its connexion with a house that had in turn been a ducal palace and a monastery, besides being, in its latest stage, a double institution, eleemosynary and educational. It is of the old home of the School, now removed to "fresh woods and pastures new" in Surrey, that Mr. Taylor's interesting volume treats, and of its 274 pages 174 are concerned with its conventual state. The School, of course, has its own history and its own historians. The book with which we are here concerned has for its subject the story of a group of buildings which for upwards of five centuries has occupied a useful and, at times, a prominent place in the life of London.

The story of Charterhouse is a fascinating story, and one episode in it was in the highest degree tragic. The House of the Salutation of the Mother of God, outside the northern boundary of the city, was built, shortly after the Black Death, on a plot of ground known as "No Man's Land," which the Bishop, Ralph de Stratford, had converted into an extra graveyard for the many thousands of the victims of that visitation, and on an additional thirteen acres and one rood, which Sir Walter Manny acquired for the same purpose. De Stratford's successor in the See, Bishop Michael de Northburgh, appears to have been the real founder of Charterhouse; for by his will, in 1361, he made provision for the founding and completion of "a certain house of the order of the Carthusians," though, ten years later, Sir Walter Manny, who had disposed of his land to Bishop de Northburgh, obtained a royal licence for the founding of a double monastery of twenty-four Carthusian monks on his two plots of ground, No Man's Land and New Church Hawe, originally the gifts of the two Bishops of London. Thus it is that Manny became the reputed founder, and the beautiful fragment of his tomb, now recovered and preserved in the chapel, proves the extent to which he was honoured as a benefactor.

For 164 years—that is, from A.D. 1371 to 1535—the Brothers of the Chartreux (Shakespeare's name for them) lived the life of solitaries, each in his own house, cultivating his little garden plot, and employed in literary or manual work, meeting his fellows only at the hours appointed for the performance of the *divinum opus*, the recitation of the Psalter, the worship of the Mass, at one weekly meal in the Fraternity, and for the weekly *spatium*, when the community took the air abroad. In none of the monastic orders was the rule observed so faithfully and consistently as was the rule of St. Bruno of Grenoble in all the houses subject to the Grande Chartreuse, and this house of the Order by Smithfield preserved the tradition of loyalty. Among its latest associates was the Blessed Thomas More, whose greatest delight it was to go into retreat with the Carthusian Fathers.

The tragic story of the downfall of Charterhouse has been inimitably told by Froude, and the memory of it is impressed upon the Church by the beatification of its Prior, John Houghton, with the other English Martyrs. In the second period of its vicissitudes we see it as a great town house, in the possession of Lord North and the Duke of Norfolk. Of its development as Howard House we see the survival in the altered Guesten Hall, the staircase, and the splendid suites of rooms now occupied by the officials of Sutton's Hospital.

The third period, dating from 1611, restores to pious uses this ancient House of the Salutation: it becomes a hospital for decayed gentlemen and a school for foundation boys. In its fourth period, the present one, it exists where it is solely as a hospital, much as the readers of "The Newcomes" can picture it, save that there is no longer the pleasing, though pathetic, association of Sutton's boy scholars with the broken veterans of his bounty.

All this history Mr. Taylor has related in a very agreeable fashion in a volume worthy to be included in the quite

extensive bibliography of books on Charterhouse. The author did wisely, perhaps, in confining himself to a mere sketch of the educational side of the foundation, but we confess we should have appreciated a fuller treatment of the buildings. The thirty-eight illustrations, which vary in merit, are from photographs by himself.

A Short History of the Scottish People. By DONALD MACMILLAN, M.A., D.D. (10s. 6d. net. Hodder & Stoughton.)

In recent years the revival of interest in the study of History has extended in full force to Scottish history. As Dr. Macmillan says, there have been productions large and small; and now he strikes in between these two classes with a substantial volume of manageable dimensions and popular character, so as to catch that somewhat elusive personage, the general reader. We should have thought that Prof. Hume Brown had sufficiently met the case; but there is no reason why Dr. Macmillan should not have his chance in open competition. He does not marshal his facts so well, and his style is not so good; but the general reader will seldom take note of such technicalities, and will probably prefer his more free and popular treatment. Besides, he has furnished himself with special recommendations that may well attract those that have already plodded all the way with Hume Brown. His steady aim has been to write the History of the People—the evolution of the nation. Accordingly he takes the broad view, troubling himself little about minor details so long as he presents the main facts determining the lines of progress. Having at last got the different races gradually amalgamated into a nation, he shows how the nation developed the features—religious, political, and personal—that have given it a character of its own. He depicts the struggles that secured free institutions. He describes in special chapters the social conditions that prevailed at different epochs, amassing large quantities of varied details; and these chapters form very valuable sections of the volume. The narrative closes at 1843, not without precedent.

The consolidation of the different peoples into a nation, the developments down to the death of Alexander III, and the sketch of "Medieval Scotland" constitute a very careful and readable opening. In the earlier pages Dr. Macmillan follows the multitude in speaking about Celts, Goidelic and Brythonic, and tells us that the Celts came from Gaul; but is there any authority beyond repetition of a blunder for calling the folk "Celts" at all? The period of the War of Independence is disappointing: the author has been slack in the study and criticism of the authorities and has but feebly utilized the opportunity for narrative effect. He offers grounds for mitigation of the blame that attaches to Wallace for cruelties in his foray in the northern counties of England after the battle of Stirling, but he would have found much stronger grounds of exculpation even in English chronicles. It seems far from clear that a historian should continue to speak roundly of the "murder" of Comyn by Bruce. How was Randolph Bruce's "nephew"? Is the story of Randolph's chaplet anything better than an unintelligent scribe's embellishment? The repetition of the monkish estimate of the number of the combatants at Bannockburn is simply absurd. The line of the Jameses, with the turbulence of the great nobles, is pictured with much stronger grasp of the materials. As to the complicity of Mary in the murder of Darnley, Dr. Macmillan is unable to commit himself to an opinion; but he decides that she was "a moral failure." Yet we cannot but think that there is still room for a more thorough and independent examination of the whole position of Mary. The remainder of the volume maintains generally the higher level. Altogether the work is a substantial popular sketch, and may be strengthened on its weaker points in another edition. There are five useful maps.

The Wife in Ancient and Modern Times. By ERNEST J. SCHUSTER. (4s. 6d. net. Williams & Norgate.)

"The following pages reproduce the substance of a lecture delivered in the German Athenæum." The lecture, on a rough

computation, must have taken two hours and a half to deliver, and it is a compliment to the author to say that the book belies the preface. There is nothing to suggest the lecturer except that he wears his learning lightly, and puts his wide knowledge not only of English, German, and Canon law, but also of Greek and Roman literature, in a popular and eminently readable form. From the barbarous Mosaic laws of marriage he passes to the equally barbarous code of Athens, modified in the latter case by the humanizing influences of literature and a highly civilized society. He shows how, under Republican Rome, the married woman obtained independent management of her own property, and at a later stage the legal right to divorce a husband on the sole ground of infidelity; and how the effect of Canon law, though it established the generally sound principle of the indissolubility of the marriage tie, was perverted so as to rob the wife of both these rights. Lastly, it is pointed out how defective the present law of divorce is in England as compared with France, and still more with Germany. Dr. Schuster is no advocate of free unions, and would maintain the sanctity of the marriage tie; but he protests against the law which delivers a woman, body and soul, into the hands of a man, though he may prove a reprobate, and even a felon; and he shows by what painful struggles woman has won for herself the limited equality of rights that she now possesses.

As we were writing this we happened to come across the case of Mrs. Gray, the mother of the poet, as submitted to counsel. Dorothy Gray, *née* Antrobus, kept a milliner's shop with her sister Mary, and after her marriage continued to carry on the trade, providing from the profits for the education of her son at Eton and Cambridge. The "case" sets forth that Philip Gray, "almost ever since he hath been married, hath used her in the most inhuman manner by beating, kicking, punching, and with the most vile and abusive language; that she hath been obliged this last year to quit her bed and lie with her sister." It further mentions that, to revenge himself, he threatens to ruin her and his only son by forcing her to leave the shop and live with him and by disposing of his wife's moiety of the business. We know from Gray's letters what manner of woman his mother was, and can accept her statement as the simple truth. Asked what remedy she has, the eminent counsel replies: "If Mrs. Gray should leave her husband's home and go to live with her sister, her husband may, and probably will, call her, by process, in the Ecclesiastical Court to return home and cohabit with him, unless she can show cause to the contrary." The alleged cruelties, if she could prove them, would be sufficient cause; but, on the whole, counsel advises her to bear, as best she can, her present ills. If her husband proceeds to extremities and brings an action for restitution of conjugal rights, she will stand a better chance as a defendant than she would as plaintiff. We have wandered far from Dr. Schuster's book, but a single concrete instance will bring home to our readers the justice and cogency of his main argument.

"Home University Library."—*The English Language*.

By L. PEARSALL SMITH. (1s. net. Williams & Norgate.)

We have yet another book which, like Mr. Weekley's "Romance of Words," reviewed last month, is an outcome of the great Oxford Dictionary. It differs in so far as the subject is not words, but language, that it treats not only of vocabulary, but also of accidence, and is less concerned with tracing words to their origin than with their rise and development in English. Mr. Pearsall Smith takes the well recognized periods of English history from the Teutonic invasions of the fifth and sixth centuries down to, but not including, the present day. "Modern English" here signifies the language as it emerged at the beginning of the seventeenth century, and all that is included in that deservedly popular book "The King's English" lies beyond his purview. His own style is so clear and unaffected, that we should have welcomed an additional chapter on what for brevity we may call modern journalese.

That, in spite of back currents and eddies, the history of the language has been one of constant progress, most would agree, but when Mr. Pearsall Smith reports each loss of inflection,

each change from synthesis to analysis as an unmixed gain, he overstates the case. Poetry, at any rate, has suffered, and we have lost in force and conciseness what we have gained in precision. In so far as they can express in one word: "He shall have been written in," "let them rise up," Greek and Latin are superior to English. For some modern changes, as "the house is being built," "the man I saw," "yesterday's hat," there is nothing to be said. The latter phrase sounds as if it were taken from Ollendorf, nor "would we all speak of *riding* in an omnibus." Our use of "shall" and "will" differs from that of Shakespeare, but it is not true to say the differentiation of the uses is a modern achievement.

The last chapter, on "Language and Thought"—in other words, on Semantics—is the longest and most original. The following is a sample:—

It is a commonplace to say that the dominant conception of modern times is that of science, of immutable law and order in the material universe. This great and fruitful conception so permeates our thought that it is difficult to realize the mental consciousness of a time when it hardly existed. But, if we study the vocabulary of science, the words by which its fundamental thoughts are expressed, we shall find that the greater part of them are not to be found in the English of a few centuries ago; or, if they did exist, that they were used of religious institutions or of human affairs; and that their transference to natural phenomena has been very gradual and late.

For the masterly illustration of this thesis by the words, "order," "regular," "arrange," "law," "evolution," and their derivatives, we must refer the reader to the text. It is a book which, unlike several recent books on linguistics, is not only thoughtful, but provokes the reader to think for himself. Thus he will ask himself how the hypothesis that but for the Teutonic invasions we should now probably be speaking some Romance dialect squares with the fact that the invaders found a Celtic race whose language bears scarcely a trace of Latin influences.

Ethics and Education. By J. HOWARD MOORE.

(3s. net. G. Bell.)

This book comes to meet a specific demand, but it will prove of interest far beyond the area for whose immediate needs it was called forth. A few years ago the State of Illinois passed a law requiring the teaching of morals for thirty minutes each week in all its public schools. Whereupon there ensued something approaching consternation and revolt among the teachers "perplexed by the necessity of teaching something they knew nothing whatever about" as Prof. Moore damningly puts it. The writer, Instructor in Ethics at the Crane Technical High School, Chicago, started at once to stem the rising tide of revolt by gradually building up, as the result of his own teaching of ethics, a body of theory and practice of which the theoretical portion is now before us, to be followed shortly by a course of study and instruction in ethics for the four years of the high school. Appended to the present volume is an outline graded course of ethics teaching for elementary and high schools, together with a useful list of books on ethical culture, among which those of the English Moral Education League are prominent. There is ethical and tonic quality in this book. We feel on every page the presence of an intrepid pioneer at confident grips with the primal realities. There is no blinking of facts and no desire to skirk difficulties, and yet we note at times too easy an optimism. "We can produce fine men just as easily as we can fine cattle and carnations"; "it would require no more ingenuity to make divine men than to make green roses," trip too lightly on the tongue. The author's philosophical basis for moral education, in his conception of the Larger Self and a Universal Mutualism, is suggestive, but the acceptance of this will not prove so trippingly easy as the effort required for its statement. The author does, however, succeed in confronting us with the root problems, and his bold statement of them will help towards their solution. What we most relish in this writer is his fine scorn of our practice hitherto of moral education. "We have transformed the reap-hook into the harvester, and the loom into the factory, but in the manufacture of men and women we are using the same old machinery and the same old recipes that have been used by mankind for hundreds of years. . . . It is time we were devoting a little of our inventive genius to the improvement of human characters." Our author is a modern of the moderns who does not mince matters. "Man did not come from the skies; he came from the jungle." "The time has come for a new Evangelism. The eyes of the universe are on the school." "A hundred years from now, when ethical culture has won a permanent place in our educational pro-

grams, and has books and outlines and teaching experience and habit behind it, men will look back upon our blindness on this subject to-day with something like amazement . . . Think of men drawing salaries as educators who understand so feebly the function of education that they object to giving even six minutes a day to the science of civilizing people!" It is a book well worth grappling with.

The Century and the School, and other Educational Essays.

By FRANK LOUIS SOLDEN. (5s. 6d. net. Macmillan.)

Reverent hands have gathered together these educational essays from the manuscripts left behind by the late Superintendent of the Public Schools of St. Louis. Such pious collections have usually a deep interest for the immediate circle of the author's friends and fellow workers, but are not necessarily of any value for a wider public. It may be said, however, of these essays—especially of the opening one after which the book is entitled, of the closing one, "Folk Lore and Fairy Tales," and of the racy, genial, and subtle study of "Educational Ideas in Dickens's Novels"—that they reveal a writer of wide experience as an administrator, of real *savoir faire* as a practical teacher, and of exceptional ethical power. He is a man of large range, for he is not only typical of his century and country in his concern for the more technical side of education, but manifests a profound interest in its humanistic and ethical and religious aspects. He is also delightfully human, as his *penchant* for Dickens testifies. With sanity and vision he perceives that the demands of the century upon the school are both of a practical and of an ethical character. The school must adapt itself to the ethical and generally human aims of the school of all time, but to these ethical aims the peculiar demands of the century must be added. As to the immediately practical task of the school to-day, the author is a sagacious counsellor and craftsman. But coupled with his high technical qualifications he possesses also an ethical insight which enables him to see and express the deeper issues involved in public education. He perceives also "that side of education which no age can transform and no century can alter; that side of education which does not prepare for the macrocosm of life without, but which seeks to build up a world within," and that the ethical task which the century demands from the school is "an appreciation of those treasures that are higher than life itself."

- (1) *Outlines of School Administration.* By A. C. PERRY, Ph.D. (6s. net. Macmillan.) (2) *Annals of Educational Progress, 1910.* By J. P. GARNER, Ph.D. (4s. 6d. net. Lippincott.)

Two remarkable samples of the American genius for compiling facts are before us. (1) In the first, "Outlines of School Administration," Dr. Perry, taking as his subject the practice of education as divided into the three problems—the organization, management and supervision of schools, and a school system—transports us breathlessly from the United States to Bolivia, England to Uruguay, bewildering us with figures and comparative time-tables and disappointingly failing to give any adequate account of tendencies and results, types of teachers and children, methods of teaching, &c., either in the United States, to which most of his space is devoted, or elsewhere, while the question of teachers, their status and training, is disposed of hurriedly in a few meagre pages at the end of the book. It is impossible to touch on the author's laboriously compiled statistics. Something may, however, be said as to his short account of English education. For those of us who consider England oppressed by an iron code, it is pleasant to find Dr. Perry quarrelling with our education as unorganized and decentralized. "The chief characteristic of [English] school organization is its lack of organization: the individual is everything, provided it is the individual in his proper place." This is due to the "sturdy sense of individual rights locked within a rigid mold of caste." In the United States each city prescribes for its own needs, usually in minute detail by means of syllabuses and time allotments for each course of study. We are told nothing of the effect on the teachers. Perhaps it is this that is partly responsible for the American cry: "What is wrong with the public schools?" In comparison with the cut-and-dried time-tables of New York, Boston, Milwaukee, &c., England is in a state of blessed freedom. May we be delivered from such centralization!

(2) The other volume is more frankly a compilation; but, although it has more to offer in the way of classification of tendencies, it is, perhaps, only valuable for its many and various facts, ranging from forest fires to the height of school desks in countries from Argentina to Liberia. Both books are of use for those with a taste for miscellaneous facts mainly concerning American education. In the latter volume some uniformity of spelling seems desirable. Are we to believe Lord Rosebury (page 197) or Lord Roseberry (page 296)?

Education by Life. By Various Writers. (3s. 6d. net. Philips.)

A discussion of the problem of the school education of younger children. The editor is Miss Henrietta Brown Smith, Lecturer in

Education at Goldsmiths' College. The idea and original plan of the book were conceived, and developed to some extent, by the late Miss M. M. Penstone. The various writers have been selected mainly on account of their wide practical experience of the particular subject with which each deals. The Editor contributes an introductory chapter and further sections on "Industrial Handwork" and "Games." The introductory chapter supplies a concise and admirable summary of the most universally accepted of Froebel's principles, points out that most educators accept these, and that a good many endeavour to practise them, but frequently fail to do so owing partly to the fact that "many of Froebel's disciples take his applications rather than his principles, with an uncritical and indiscriminating eagerness." The principle mainly emphasized here is that education must not be regarded as a *preparation* for life, but rather as life itself: indeed the motto of the book is Pestalozzi's—"It is life that educates." The aim of the entire book is, in short, to regard the various subjects of the curriculum rather as aspects of life than as subjects; to indicate methods of teaching which, so far as these experienced and practical educators can discover, are methods of life. Miss Minhinick, of the Pestalozzian School, Plymouth, contributes chapters on "The Personality of the Teacher" and "Literature." The sections of the latter chapter on (1) "Stories and Story Material" and (2) "Poetry" are wide in range, sure in insight, and of great practical suggestiveness. Miss E. R. Murray, of the Maria Grey Training College, contributes chapters on "Religious Teaching and Religious Development" and on "Reading and Writing." If the spirit and suggested practice of the former could be seized and realized, there would be no "religious difficulty" in education. The further chapters on "The Health of Children," by Miss A. Home; "The Baby Room," by Miss E. B. Cole; "The Cultivation of Artistic Tendencies in Young Children" and "Method of Approach in Nature Study," by Miss C. von Wyss; "Early Work in Number," by Miss A. J. Wark; "Music," by R. T. White, Mus.Doc.; and "Suggestions as to the Basis of History Teaching and of Geography Teaching," by Miss C. Legg and Mr. J. F. Unstead respectively, are each of real practical value. All these specialists are, with one exception, women, in whose hands the education of younger children so largely and so wisely lies. Educators, whether mothers or teachers, will find this book probably the most comprehensive and authoritative manual of practical suggestiveness for the education of young children. Most useful, too, is the select and carefully compiled bibliography at the foot of each chapter.

Common-sense Dietetics. By C. LOUIS LEIPOLDT, F.R.C.S. (2s. 6d. net. Williams & Norgate.)

This book is a very long way from bearing out its title. If the reviewer were permitted to rechristen it, he would style it "Dietetics for Confirmed Gourmands." The book is of convenient size, reasonable price, and well printed; but it cannot be said to contain a fair résumé of the information about diet which is now available. It is, indeed, impossible to lay down hard-and-fast lines, and the old dictum "One man's meat is another man's poison" still holds good. Nevertheless, investigation has reached certain conclusions that cannot be disregarded. One of these is that the mixtures of some foods is injurious to a considerable number of persons—e.g. green vegetables and fruits, starchy substances eaten with acid, sweetened fruit. Everybody has not a delicate digestion, it is true; yet the decline of physique and good looks among large sections of our people, the decayed teeth of our children (there are elementary schools in London examined by dentists who found 90 per cent. of the children suffering in this way), the enormous number of rejections by the Army doctors, the decline in the development of the jaw and the prevalence of the arched palate, the rising figures of sickness which all the Friendly Societies have to show, every lustrum proving health to be more indifferent: all these circumstances should be known to writers on diet, well in the front of their minds, and their books should at least give hints of what path we are to tread to mend matters. Now and again Mr. Leipoldt seems on the point of saying something really useful and pointing out a more excellent way: "Custom and habit largely regulate our dietetic conventions at present, and we are apt to forget that both may lead to the acquisition of tastes and inclinations which are detrimental to health." A valuable observation, but immediately followed by some vague sentences that no rule can be laid down. On the same page simplicity and frugality are commended; towards the end of the book (in which the reviewer flounders without an index) very spicy menus are highly approved—menus only possible to those wealthy clubmen who are what our writer terms *gastrosophs*. Mr. Leipoldt commends some author, name not given, for the valuable statement that "most people mistake the doctrine of variation in their mode of living. They have great variety at the same meals and a great sameness at

different meals." He is right in saying that a drink such as a cocktail before a meal dulls the palate and makes the consumer insensible to the fineness and delicacy of succeeding dishes. Yet he nullifies this useful remark by (in a different place it is true) commending vinegar, salty foods, beef essences, all of which stand condemned so far as research in diet has gone at the present moment. Stress is rightly laid on the importance of slow cooking, evenness of temperature, absence of hurry; there is also a well deserved word on the importance of steaming vegetables. When Mr. Leopoldt treats of food preservatives one might expect a word of condemnation for several of these. A congress held during the St. Louis Exhibition a few years ago affirmed that all preservatives except salt, sugar, and curing by smoke are injurious to the powers of assimilation, and that the public should be safeguarded by a law compelling all food to bear the name of the preservative used. Mr. Leopoldt actually informs us "a small percentage of boracic acid is probably harmless"; yet our slow-moving Government has black-listed it, and after June 1, 1912, its use in "preserving" milk and butter will be illegal. When the whole of these injurious substances are swept out of the dietary of all classes, we believe a considerable improvement will take place in the public health. Countries that are better run than ours do not permit them, and it is well known that to some extent England is a dumping ground for certain classes of food, more as a result of insufficient legal protection than lax inspection. We fail also to see where the common sense comes in when four solid pages are devoted to aberration of appetite, such as persons eating buttons, fish-hooks, quills, and a lead inkstand. Such feats have their place in tit-bit literature, but not in dietetics, and to our mind this and several other spaces might have been put to better use.

Athletic Training for Girls. Compiled and edited by C. E. THOMAS. With Illustrations. (3s. 6d. net. Pitman.)

This is a useful book dealing with hockey (to which the largest space is given), lacrosse, cricket, net-ball, lawn tennis, golf, fencing, sculling, punting, swimming, besides a few indoor games. Some of its chapters are by different authors—as that on Gymnastics, by Miss Annie Hildyard; Net-ball, by Miss B. H. Grieve; Golf, by Miss M. E. Stringer; Lawn Tennis, by Mr. M. J. G. Ritchie; and Fencing, by an anonymous gentleman. The qualities to be gained by means of games are tabulated as discipline, pluck, perseverance, self-reliance, quick perception, decision, unselfishness, and *esprit de corps*. Miss Hildyard puts the case for the Ling system very clearly. The London School Board declared for the Swedish system in 1878. The Board of Education summarily dismisses all other systems and declares that the aim must be the general development of the body as a whole. It is well to know that the British Army officials adopted the Swedish system in 1907, and we believe that the Navy, too, shows a preference for the exercises. Admirable reasons are given for Ling's system, and the effects of various exercises on the different muscles and organs are detailed. The chapter on costume is eminently practical. There is no doubt that the short skirt is not half short enough; it is not pretty, it hampers movement to such an extent that those who wear it, when their opponents are dressed in the infinitely more becoming tunic to the knee and tights, are severely handicapped. One wonders if it is pure accident that shows us a plain, frowning woman wearing the first-named costume, whilst a good-looking girl with shapely limbs has been chosen to illustrate the advantages of the tunic. Mr. Ritchie also dwells on the disadvantage of costume under which women play tennis as compared with men. The illustration of the lady playing golf and another of the lady tennis player in skirts far too long have convinced the reviewer that the time is ripe for a sumptuary law demanding that the elegant tunic be worn by all feminine athletes. If it were a compulsory school dress up to the age of eighteen, or an ordinary everyday dress up to the age of eighty, the community would gain in every way. Stout persons of either sex might be compelled to wear a toga to the ankles.

Health Readings. By C. J. THOMAS, M.B. (1s. 6d. Methuen.)

These are plain and, with few exceptions, very sensible talks on the rudiments of physiology and domestic science planned for elementary schools. The book would be better for some illustrations, but the competent teacher will know how to supplement it by the blackboard. There are some counsels of perfection that will, we fear, seem a mockery to the elementary pupil. "To be healthy we must have a bath-room in our house, with plenty of water to wash." "People suffering from colds . . . should never think of visiting other people." Would any police magistrate accept a cold as excuse for non-attendance? Mr. Gladstone's rule of "thirty-two bites at each mouthful—one for each tooth" could hardly be enforced even on children who have only their milk teeth to consider. These, however, are accidental excrescences, and hardly affect the body of the teaching, which is practical and appropriate to the age of the readers.

Herbert Kynaston. A Short Memoir, with Selections from his Occasional Writings. By the Rev. E. D. STONE. (3s. 6d. net. Macmillan.)

Dr. Kynaston was an elegant scholar. He was bracketed Senior Classic in 1857 and was at the same time stroke of the Cambridge Eight. He had a natural gift of wit which found expression even more readily in Greek and Latin than in English. Some of his classical compositions well deserve to be rescued from oblivion, but his was one of those lives that are happy in having no history, and the brief memoir by his Eton colleague is eked out by tributes which read too much like testimonials. The Dean of Lincoln's contribution is an exception. The fact that Kynaston failed as a head master at Cheltenham is frankly acknowledged; but his failure is partly to his credit. The school was out of joint, and he was not the man to set it right. He was too simple-minded, too sincere and unsuspicious. We turn to the second part, and here, while all reaches a high level, the Latin versions are pre-eminent. In the three "Idylls" of Theocritus the metres chosen ill represent the liquid flow of the Greek hexameter. With the Anthology he is more successful, and we should like to quote the epigram from "Paulus Silentiarius," but space will allow us only to draw from the Latin. Here is the first stanza of Lyte's "Abide with me":

"Christe, mecum commorare,
Vesper cadens obumbrare
Diem coepit tenebris;
Ope qui juvas egentes,
Unus qui levas dolentes,
Inopes precamur, flentes,
Commorare, praesto sis."

This is on a par with Gladstone's "Christus pro me perforatus," and higher praise we cannot award it. Admirable, too, is the version of Tennyson's "Go not, Happy Day" in Catullian glyconics. Many scholars have attempted "Crossing the Bar," but none has equalled the version of the second stanza.

"But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home."

"Sed fremitum spumamque premens, similisque sopori,
Labatur aestus amplior.
Cum maris immensi quae pleno e gurgite fluxit
Vis refluat in sedem suam."

We will end with two specimens of the lighter vein. Mr. W. Hobbouse's departure from Oxford to Durham produced the following epigram:—

Τίς βόδς οὐκ ἤκουσε Πόρον, καὶ ἐπώνυμον ἔστυ;
συμφέρεϊ οὐχ ἱκανῶς τοῖνομα, φροῦδος Ὁ ΒΟΥΣ.

The following, which explains itself, was addressed to Dean Lake:—

"In Athenæum's Hall a sleek divine
Left his umbrella, walking off with mine.
So some Q.C. takes silk and casts away
The frayed alpaca that has seen its day.
'Excuse me, friend,' said he, 'a mere mistake.'
'A mere, indeed! You surely mean a LAKE.'"

Recommendations of the Classical Association on the Teaching of Latin and Greek. (1s. net. Murray.)

Teachers of Classics will welcome the publication in book form of five Reports of Committees, which, even if they are members, they have probably not preserved. They deal respectively with the spelling and printing of Latin texts, the pronunciation of Latin and of Greek, the teaching of Latin in secondary schools, and a four years' Latin course for schools with leaving age sixteen. We rejoice to find the principle of one language at a time, and of grammar as ancillary to reading fully recognized. Whether French or Latin should be the first foreign language is left an open question.

L'Avènement de Bonaparte. Par ALBERT VANDAL.
Two vols. (2s. net. Nelson.)

The "Collection Nelson" continues, month by month, to reproduce the masterpieces of French literature in the most convenient shape at the most moderate prices. This said, there is little for the reviewer to add, and we pick out these particular volumes because Lord Rosebery's brilliant introduction gives us a handle. Writing a few weeks before the sudden death of the author, he pronounced M. Vandal the first of living historians. "A une grande exactitude dans le détail, il joint la largeur de vue, la puissance dans le développement du récit, le don du portrait frappant, l'imagination sympathique qui groupe et illumine les faits, le toucher magnétique qui donne la lumière et la vie à chaque

(Continued on page 458.)

MR. MURRAY'S NEW BOOKS.

The special attention of all interested in new methods of teaching English is called to the two following books, which possess the merit of having been thoroughly tested in class before publication. Price 1s. 6d. each.

ENGLISH GRAMMAR.

For Junior Forms. By R. B. MORGAN, M.Litt., Whitgift School, Croydon. **1s. 6d.**

As the author is convinced that the teaching of Grammar is largely a matter for the teacher and the blackboard, he has endeavoured to reduce all explanatory matter to a minimum. The exercises are drawn from the literature that most boys are familiar with, and in the early parts of the book the author has not hesitated to use for this purpose the Nursery Rhymes, "Alice in Wonderland," and similar literature. Most of the exercises are intended to be done orally, an exception being the constructive exercises at the end of each group. *The terminology employed throughout the book is that recommended by the Joint Committee on Grammatical Terminology.*

ENGLISH COMPOSITION.

For Junior Forms. By E. E. KITCHENER, M.A., Whitgift School, Croydon. **1s. 6d.**

In this book the mother tongue is treated as a living and spoken language. It aims at developing the power of connected thought clearly and readily in speech and writing. This is worked out by means of synthetic and analytic exercises on sentence construction leading up to the ordinary rules of composition. Special attention has been given to punctuation and to repetition of *prose* passages, and a large amount of oral practice is included.

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page, enfin les qualités innées qui distinguent le grand historien des arides chroniqueurs perdus dans les dates et les détails." We need only add that the abridgment, or rather curtailment (it still runs to nearly a thousand pages), has been judiciously effected so as to leave no perceptible gaps.

Profilis Anglais. Par SAINTE-BEUVE. Notes de HARDRESS O'GRADY. (1s. 6d. net. Dent.)

The five causeries on Franklin, Marie Stuart, Gibbon, Chesterfield, and Cowper make a capital reading book for higher forms, and the preface on Sainte-Beuve by M. André Turquet is a brilliant specimen of French criticism, though the shadows are faintly indicated. We confess that the notes seem to us a superfluity. They are simply paraphrases of words according to the New Method. "*Le siècle*—période de cent ans; *tâcher de*—essayer de" are the first two. There are endless allusions that will puzzle a Sixth Form boy—"Marc Antoine corrigeant Raphaël, un intuitif comme Ernest Hello, Werther, Carabin" on the first few pages. Surely it is here that he needs the annotator's help, not to be told that *le cuivre* is "un métal," and that *le ventre* = "l'estomac."

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Mr. Young speaks modestly of his work as only an introduction for the student who is beginning the study of Browning. It is more than this, and one at least who has read and re-read Browning for full forty years finds something to learn from Mr. Young's appreciation of his poetic genius and philosophy of life. The

students he addresses can, however, hardly be those children of a larger growth to whom he lectures at the Goldsmiths' College. Neither "Saul" nor "Bishop Blougram's Apology" is a poem for pupil-teachers, and he would be a bold teacher who discussed them with a mixed class of Calvinists and Unitarians, Protestants and Catholics; otherwise the selection is good—poems at once characteristic of Browning's various manners and offering no great difficulties of interpretation. Only we miss a specimen such as "Artemis Prologuizes" to show how perfectly Browning could reproduce the spirit of Greece. To descend to particulars, the notes err in defect rather than in excess—a fault on the right side. In the "Lost Leader" we need not suppose Browning to have reckoned Shakespeare as a democrat—the sentiment is semi-dramatic—and attention should rather be called to the halting rhythm. The last line of the poem does seem to us to need a note. Does "first by the throne" refer to the Lost Leader or the speakers? and if the latter, as the context would seem to imply, does it mean more than first in point of time? In spite of Dr. Berdoe, we have no doubt that "the great text in Galatians" is iii, 20, "Now a mediator," &c., and, for the consequences of a misunderstanding, the reference to Deuteronomy is no more appropriate than one to the curse in "Tristram Shandy" or in the "Ingoldsby Legends." In "A Grammarian's Funeral" the quotations from Wanley, to which special attention is called in the preface, do not seem to us to throw any light on the genesis of the poem. For the mythical commentator who mistook *Hoti* for a Chinese mandarin we would substitute the recent Oxford editor who explained *Calculus* as the Differential; and Mr. Young has not settled the business of the enclitic *De* by telling us that "it gives slightly varying significances." In "The Statue and the Bust," ll. 233-4 were picked out by a Dublin professor as an instance of wilful unintelligibility; but to us the meaning appears perfectly plain and not to need the alternative explanations here offered. To put down a gold coin when you are playing with counters is an absurdity that would furnish an epigram. The last line of "Bishop Blougram" has puzzled us and seems to call for a note: "And studied his last chapter of St. John." Has Gigadibs read his Bible through from Genesis to the Revelation, or has he ceased to trouble himself with the problems of the metaphysical Gospel or of the Apocalypse? Most of all we miss a note

(Continued on page 460.)

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A heap of stones,	"The House! No, better
A hayband wrapping	To die instead,
The hurdles' bones.	Or go on living
A sack in tatters,	On nought but bread."
And in it thrust	
Straw half rotten	
And grass half dust.	
Then through the autumn,	The last stone broken,
A grey old man	He did not stir,
Began to hammer	He seemed a watcher
Ere day began.	Or listener.
	He sat, nor heeded
And through December	The cold snows blown,
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Occasional Inspector to Board of Education, Scottish Education Department, and Central Welsh Board; Examiner to Oxford and Cambridge Joint Board, Cambridge Higher Local, Scottish Education Department, Civil Service Commission, University of London, &c., &c.

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AUSTRALIAN UNIVERSITIES.

IT was a common remark in Australia that, when a new township was being formed, the first building erected was a public-house, the second a smithy, the third a chapel, and the last a school. It is a pleasant commentary on this to be able to add that, as soon as ever the population of these united townships admits, it proceeds to found a University, and the latest of these is that of Western Australia. The vast area of this territory comprises nearly one-third of the whole Australian continent and is equal to one-fourth of Europe, Great Britain and Ireland included. It is, fortunately, at present on the high road to prosperity. The remarkable gold discoveries attracted settlers, and Sir Newton Moore stated a few days ago at the Western Australian dinner that he is receiving from the State no fewer than two hundred approved applications a week for passages for nominated emigrants. The majority of these are from settlers who have succeeded in establishing homes in the State and are now sending home for their friends or relations to join them. Agriculture, horticulture, and vine-growing are increasing fast, and the amount of ground taken up for pastoral purposes is growing greater year by year. In a short time, it is hoped, the transcontinental railway uniting Western Australia with the flourishing Eastern States will be finished. Fremantle is to be made the second naval base in Australia. Perth, the seat of the new University, is to be improved by the erection of many new buildings, and no expense is to be spared to render it a worthy capital of a flourishing community. It is hoped and believed that the establishment of the new University may be followed by the opening of new secondary schools, and it is to be expected that some good openings may present themselves in this flourishing State for qualified teachers from the Old Country. The new University to be established in the capital of Western Australia is to be mostly devoted to science, though the humanities will not be neglected.

There is a vast field open to scientific inquirers in the Western portion of Australia. The whole of the Northern

portion of the State has to be rendered fit for human habitation. One of the methods effecting this end is the employment of irrigation, whether by means of artesian wells or by the formation of dams. The prevention of tropical diseases will be an important question, as much of the northern part of West Australia lies under the tropics, and science must lend its aid to individual energy in the approaching struggle of the white race to render a White Australia a possibility.

The influence of a University on the community in the Overseas Dominions is very great: far greater than that of the new Universities on the towns in which they are situated. The medical schools at these Universities supply the bulk of the medical practitioners in the capital; the School of Law trains the local solicitors and barristers; the School of Engineering, the engineers; and the School of Arts, the future schoolmasters of the colony. The Universities likewise insist upon a high standard of matriculation, and this examination serves as the entrance examination for the Civil Service, by which arrangement economy is consulted and the possibility of favouritism in any form is excluded. It will thus be seen that the local Universities in colonial towns draw to themselves the sympathies of many classes of the population, and do much to promote local patriotism. It has often been suggested that learning is not much valued in the Overseas Dominions, because the literary output is comparatively restricted. This conclusion is not warranted. The fact is that the majority of the students who frequent the Universities in new countries have to work hard in their professions to gain their daily bread, for the colonies are no places for idlers of any kind. But it is also true that round the Universities have clustered many artistic and literary clubs, where intellectual studies are pursued and eagerly debated; French and German societies, musical associations, and Congresses for the discussion of medical and sanitary subjects. The time and the leisure for producing literature may come in time, but the process of settling a new country involves haste and pressure of every kind, and Pegasus is rarely out of harness.

There are now six Universities in existence on the Australian continent, including the comparatively small one in Tasmania. There are four University Colleges in New Zealand, which united form the New Zealand University. The large number of Universities and colleges will render easier the problem which has hitherto presented difficulties to the University teachers—how to find competent external examiners for degree and other examinations. In some cases it has been deemed necessary to send all the candidates' papers to England for examination—a process which is at once costly and unsatisfactory, as it excludes the possibility of *viva voce* examination, which is clearly essential in any examination for modern languages. The fact that several Universities are established in different parts of the continent is also a sufficient reason for endeavouring to make each of these institutions assume as its speciality a different branch of learning; for instance, a strong school of tropical languages might well be formed in Brisbane, where a University has recently been founded; while that of Western Australia offers good opportunities for a school of engineering. It is of good omen for the future of democracy beyond the seas that all the Universities, without exception, have been supported, morally and financially, by the Labour Parties in the different States where they are situated. It is of equally good omen to find that the clergy of the different denominations have accepted the Arts course of their local University as offering a fit training for candidates for the ministry. They provide for the theological training of the pupils by the establishment of denominational colleges of residence attached to each University. These colleges are becoming gradually enriched by the benefactions of philanthropists, and they are to be reckoned as some of the stateliest buildings in Melbourne and Sydney.

It is to be hoped that all of these Australian Universities may be represented at the coming Congress to be held in London in July, and that our older Universities may find that they have something to learn from their sisters over the sea, as well as many lessons in experience wherewith to aid their future development.

JOTTINGS.

THE Summer Festival at Stratford-upon-Avon will be held this year from August 3 to 31. Mr. F. R. Benson and his Company will appear nightly at the Shakespeare Memorial Theatre, and during the day lectures on Shakespeare's plays and the drama will be delivered by Mr. Benson and others. A school of folk song and dance will be held under the direction of Mr. Cecil Sharpe. Inquiries and applications for coupons should be addressed to Miss Rainbow, Box Office, Stratford-upon-Avon.

THE Cambridge Summer Meeting for University Extension students will be held from July 27 to August 20. The main subject of study this year will be the British Empire. The inaugural address will be delivered by Lord Selborne, and single lectures will be given by Lord Strathcona and Sir George Reid. Among other entertainments there will be a performance of "Çakuntala," under the direction of Mr. William Poel. Forms of entry and further information will be supplied by the Rev. D. H. S. Cranage, Syndicate Buildings, Cambridge.

WE may remind teachers whose names are in Column B of the old Register that applications for the return of the guinea fee must be made before the end of August. The applications should be addressed to "Secretary, Board of Education, Whitehall," and should state registered number, service with dates, and in the case of retirement the date of retirement.

THE trustees of King William's College, Isle of Man, will appoint this month a Head Master, to enter on his duties in September. The salary is £600, with a capitation fee which at present amounts to £330.

BY the retirement of Mr. Arthur Burrell, the Principalship of the Borough Road Training College, Isleworth, is vacant. The salary is £600 with a house.

SINCE our last issue the following have been nominated by their respective bodies as representatives on the Teachers' Registration Council:—University of Oxford, Dr. Strong, Dean of Christ Church; University of Bristol, Dr. J. Wertheimer; University of Leeds, Prof. Smithells; Teachers' Guild, Mr. F. Storr; National Union of Teachers, Misses Broome, Cleghorn, and Conway; Messrs. Bentliff, Croft, Jackman, and Sharples.

MR. PEASE'S announcement that he intended shortly to appoint thirteen additional women Inspectors is a payment on account of a debt to women long overdue. "At present [we are quoting the President], although the majority of the population is female, we have only 28 women Inspectors as against 370 men Inspectors."

IT is proposed to raise a memorial to the late Miss Rosa Morison (Lady Superintendent of Women Students, University College, London), and a Committee has been formed, with Lord Reay as President and Provost Gregory Foster as Chairman. Those who wish to take part in the memorial should communicate with the Hon. Secretaries, University College, Gower Street, W.C.

HIS MAJESTY has granted the use of the Royal Arms to the Royal Drawing Society, of which he is already the Patron.

OF the twenty-seven Wranglers of this year one was educated at Harrow and two at St. Paul's. No other of the great public schools can claim any.

THE next combined examination for fifty-seven entrance scholarships and a large number of exhibitions at Pembroke, Gonville and Caius, Christ's, St. John's, and Emmanuel Colleges will be held on December 3 and the following days. Forms of application for admission to the examination may be obtained from the Masters of the six colleges and must be returned on or before November 23.

MR. E. H. S. WALDE has been appointed to succeed Canon Swallow as Head Master of Chigwell School. Mr. Walde was educated at Charterhouse, was a Scholar of Hertford College, Oxford, and is at present an Assistant Master in Berkhamsted School.

THE Vacation Term for Biblical Study will be held at Oxford from July 27 to August 17. The subject chosen this year is "Christ in Israel, in the Gospel, and in the Church." The inaugural lecture will be given by the Bishop of Oxford, and single lectures have been

promised by Profs. Margoliouth and Macalister, Principal Selbie, and Canon Scott Holland. The total cost to students will not exceed £2 a week.

HERR MARIANO HERGGELET has published a pamphlet to prove that a war between Germany and England is inevitable, though it may be postponed for a year or two. With the international horoscope we are not concerned, but our German observer discourses also on the defects of the modern Englishman, and believes *inter alia* that there are not above a hundred full-blood Englishmen who can speak German or can read a German letter. We confess, to our shame, that we are bad at German, but not so bad as all that. Herr Herggelet might have found his impossible century at one of last season's German Plays.

THE Simplified Spelling Society announce an Essay Competition. Three prizes of fifteen guineas are offered for the best essay on "The Educational Advantages of Simplified Spelling"—(1) by Teachers in Schools (Men); (2) Teachers in Schools (Women); (3) Non-Teachers. The essays must not exceed five thousand words, and must reach the Secretary of the S.S.S. on or before October 1.

MR. HENRY CLAY, B.A. (University College, Oxford), and Mr. R. S. Dower, M.A. (Trinity College, Cambridge), have been appointed University Lecturers in the Department of Economics, Leeds University, with special reference to the new courses of instruction in Social Organization and Public Service.

CORRESPONDENCE.

EXPERIMENTAL DOMESTIC SCIENCE.

To the Editor of The Journal of Education.

DEAR SIR,—In December last you were good enough to publish a letter from me, in which I tried to show the dangers of attempting to use the complex physical and chemical changes met with in cooking and cleaning as the basis of training in scientific method. A book recently published by R. H. Jones, Dalton Scholar of Manchester University, and Head of the Chemical Department, Harris Institute, Preston, seems to me to justify my fears. The preface states that the book is "intended for domestic science schools and girls' schools generally," and that it is based upon the view that "science can be directly and adequately taught in the kitchen, and that a previous training in elementary science is not indispensable." I should like to draw attention to a few of the statements and to the way in which unjustifiable inferences are drawn from the experiments, and leave your readers to judge for themselves.

As examples of loose phraseology and dogmatic statement I quote the following:—"Distilled water contains nothing, and is quite soft"; "fruits contain, as a rule, 80 per cent. of water, and this is in a pure condition"; "infants and young children require very little solid in food or solid food"; "a colourless liquid collects: it is water"; "milk contains representatives of each [the essential food-stuffs], and is therefore a perfect food"; "if, in describing milk, we say it weighs 2 oz., 6 oz., or 2 lb., these three different weights convey no clear meaning." Possibly not to a student trained on the lines suggested in this book, but a very obvious meaning to the average common-sense person. In an experiment on milk the student is allowed to assume that all loss in weight on heating at 100 degs. is due to loss of water. In the same chapter we find the following paragraph:—"The specific gravity of milk is often referred to as 32, 31, 29, &c., the actual specific gravities being 1.032, 1.031, 1.029, &c., respectively. If any one of the former numbers is denoted by G, and the total solids by T, and the percentage of fat by F, we can say that $T = .25 G + 1.2 F + .14$." What will the ordinary beginner make of this? Here an empirical formula is introduced without any explanation of the reason of its existence or of the manner in which such relations are established.

What idea of the nature of scientific proof can the student gather from experiments in which one property, and that a property shared by many other substances, is used to determine the identity of a substance? In Chapter II there

are several experiments illustrating this point. In one experiment the presence of tannin in tea is demonstrated. On repeating with coffee and cocoa, one is told that "almost similar results are obtained, and so the presence of tannin in each is demonstrated." In the same chapter we find another experiment with cocoa. On heating, cocoa is found to give rise to fumes which turn red litmus blue. This, we are told, is "an alternate method of testing for protein." Is sal-volatile, then, protein? I would ask.

The following experiments are suggested in answer to the question, "How would you demonstrate to children that there is more nourishment in 1 lb. of bread than in 1 lb. of turnip?" I quote the exact wording of the experiments. "(a) Heat a little of the dry bread in an iron spoon. It blackens and gives off burning feather fumes fairly easily. Protein is present in appreciable amount. (b) Take some of the dried turnip and heat in the spoon. Plenty of fumes are evolved that smell like burning straw or paper and sugar mixed, thus indicating that protein is practically absent. The dried turnip is certainly sweet—i.e., it contains a sugar."

After this we read: "Another method of judging the value of the solid residue is to see how much of it will dissolve in water about as warm as the body. If a large proportion dissolves, an equally large amount is immediately available and useful as food." How, by this method, would one compare the food values of common salt and starch? Is it possible to deceive oneself into thinking that experiments of this kind will either produce any permanent result on the minds of the children or ever teach students to be scientific?

Those of your readers with chemical knowledge will be interested to learn that the relative amounts of malic and citric acids in different fruits may be determined by titration with sodium carbonate solution, using methyl orange as indicator!

In the preface the author states that he is not treating exhaustively of the subject of elementary physics and chemistry. One would certainly not suspect him of this. He devotes some seventy pages to this part of his subject, and of these the first nine consist largely of diagrams of wire gauze, beakers, filter stand with one ring, filter stand with two rings, and other apparatus equally exciting.

I am urged to make this protest since this book has been received with much applause in certain circles, and I see that it has been quoted apparently with approval by one of the lecturers of King's College for Women, London. Yea, verily, I echo, though apparently in a different spirit, a truly remarkable book!—Yours truly,

H. J. HARTLEY.

Homerton College, Cambridge.

PHOTOGRAPHS OF THE HOLY LAND.

ON June 14 and 15, Miss Sophie Nicholls, M.A., held an exhibition at the North London Collegiate School for Girls of a unique set of photographs taken as she travelled through the Holy Land as Frances Mary Buss Travelling Scholar for 1910-11. Miss Nicholls combines the outlook of a geographer with high technical skill as a photographer, and the result is that she has produced a set of beautifully executed and well selected pictures which have been received with enthusiasm alike by teachers of geography and of Holy Scripture. She carried her camera eastwards as far as the desert port of Damascus, and westwards as far as the seaport of Jaffa, passing through the Lebanons, Galilee, Samaria, Judaea, and down into the tropical valley of the Jordan.

A bare and rugged country like Syria is best characterized by broad, sweeping panoramas, embracing as wide an area as possible. Thus many of these pictures were taken from the hilltops, and cover angles of from 100 to 120 degs. The utmost care was taken to mark on the map the exact position and orientation of the camera, in order that for teaching purposes the pictures might be used in combination with the contoured relief map. The essential basis of geography is map-reading, and its difficulties vanish when once we can place before our pupils a series of landscapes and contoured maps side by side. Hitherto no published set of pictures has made this possible.

Among important geographical principles illustrated by these pictures the following are selected almost at random:—The influence of relief upon route ways—illustrated by the valley of the Orontes and the Plain of Esdraclon; the influence of structure upon landscape, illustrated by

the contrasting outlines of chalk, limestone, and basalt hills; types of valleys, illustrated by the Anji valley, the Jordan rift valley, and the storm-eroded gullies in the Desert of Judaea; the relations of vegetation, soil, and climate, illustrated by the typical Mediterranean *macchie*, the hillsides terraced for cultivation, the orchards and olive groves, the fertile alluvial plain of Esdraelon, and the palm trees of the hot rift valley.

All these pictures can also be used most effectively to build up a background for the Bible stories. An example is the panorama (26 in. long) "From Jerusalem to Jericho." In this is seen a solitary traveller riding upon his ass along the lonely road, which winds downhill between desolate stony hills. Far away on the horizon are the hills of Moab, rising beyond Jordan. So, too, "The Shepherd," bearing a lamb upon his shoulders; and "Joseph's Well at Dothan" will appeal to the children's imagination, as will also the picture of a group of merchants measuring out corn, and giving "good measure, pressed down and running over." A very wonderful photograph is "The Temple Area from the Mount of Olives."

Miss Nicholls also took a large number of colour photographs, some of which were shown us as lantern slides in the course of a brief lecture. A group of women and children fetching water from the well at Nazareth made a specially interesting picture, as did also a very striking view across the Dead Sea to Moab.

It is with pleasure that we learn that a set of eight large photographs is to be published, with accompanying maps and letterpress, for the use of schools and colleges, to be followed later by other pictures and lantern slides. Inquiries should be sent to Miss Nicholls, care of Messrs. Sinclair, 54 Haymarket.

JUNE REVIEWS.

The *English Review* for June is, next to the *Cornhill*, the best literary shillingsworth we know, but it differs from the *Cornhill* in being half political. Last month Labour loomed large. Of the four articles devoted to Labour, the most remarkable is a defence of Syndicalism, with an account of a successful Syndicalistic experiment in Italy. Mr. H. Newbolt continues his "New Study of English Poetry"—this time a brilliant exposition of the Personality of Art. Next in interest comes a chapter of child autobiography. Mr. W. H. Hudson gives his memories of childhood—memories from the age of five, apparently in the Argentine, and the impression produced on him by death. There is a graphic picture of the drunken tutor, who rode from ranch to ranch—a welcome guest so long as he remained sober, a period which might be months, but was more often days.

The *Oxford and Cambridge Review* has little academic about it. Now avowedly the organ of Conservatism, it leads off with an article by Mr. F. E. Smith on the future policy of his party. Dr. de la Serrière, S.J., gives a glowing account of the progress of Catholic Missions in China, which now number well over a million disciples. He is hopeful of the new Republic, which numbers among its leaders no Catholics, but many "free and easy liberal Protestants," who are, after all, to be preferred to Mandarins. The two classical articles are likewise conservative: a plea for the Homeric Catalogue as an integral part of the original poem, and a most unconvincing argument to identify the "Vergilius" of Horace iv, 12 with the poet.

UNIVERSITIES AND SCHOOLS.

LONDON.

It was reported to the Senate, on June 12, that the Finance Committee approved the acceptance of a donation of £1,400 a year for three years, offered by Mr. Ratan Tata, for the "endowment of research into the principles and methods of preventing and relieving destitution and poverty." This munificent gift from a well known Indian gentleman (Mr. Tata's house overlooks the river at Twickenham Church) is a gratifying instance of the Imperial character of the University. An offer of Sir Charles Welby to present to the University the library of the late Hon. Victoria Lady Welby, consisting of over three thousand books and pamphlets mostly of a philosophical character, was also accepted.

Very unusual action, owing in part to the undercurrents now being felt with regard to the site controversy, and in some cases perhaps more personal motives, resulted in Sir William Collins, the retiring Vice-Chancellor, not being re-elected. Dr. W. P. Herringham was

elected to the office by a majority of one. Dr. Herringham is a Physician at St. Bartholomew's Hospital and was educated at Winchester and Keble College.

The Site Question.

It is an open secret that Convocation (and many senators) were far from pleased with the action of Lord Rosebery, our Chancellor, in the matter of the secret negotiations regarding the Bloomsbury site, in which, of course, the Royal Commission was also involved. Any public expression of this feeling at the last meeting of Convocation was averted by Lord Rosebery's statement that he had no special site in his mind. It was formally announced that the Bloomsbury "cross-roads" site had been abandoned, but it is now rumoured that a movement in its favour is still going on, aided by Lord Rosebery. If this is so, Convocation will hold him to blame, as they will for his lukewarm attitude regarding the preservation of the external work of the University, as set out in the series of letters issued with the minutes of the last meeting.

The Site Committee of the Senate has been considering a number of sites and has, it is stated, rejected all under three acres in area. The Bloomsbury site is rejected also by experienced surveyors and architects on account of the prohibitive cost of the enormous wall space required by the four separate buildings, and the cost of heating, &c. There is a fine site between Whitehall and the Embankment and another on the opposite side of the river, which would allow seven or eight acres. The County Council are anxious that the new University building should be erected here, next to the new County Council Hall. The effect of the two noble buildings extending practically from Westminster Bridge to Hungerford Bridge would be very fine, and no noisy traffic would be allowed either on the Embankment or at the back of the buildings.

It is believed that the Royal Commission is only waiting for the choice of the new site to issue its report. Many graduates cannot understand why a more vigorous effort is not made to get possession of the whole of the present splendid building and site at South Kensington. Most of the other suggested sites are decidedly objectionable owing to the character of the neighbourhood or the surroundings. University College and its influential friends are very keen on the Bloomsbury site, as they would be on the spot and be in a position to dominate affairs in the University, and they are anxious probably to raise the tone of the neighbourhood for their own students.

The London County Council have decided in favour of the external student. At first sight the L.C.C. may appear to be the last authority to pronounce an opinion on this subject. But the local question at issue is whether there are students in London who cannot take a regular course at one of the colleges or institutions of the University for whom the external system supplies a real need. The answer is definitely in the affirmative. Those who have gone in fear that the external student would be smothered by the Royal Commission should begin to pick up courage. If the Commission lives up to its character as a judicial body, the external student will survive its probings. Modifications, perhaps, but not the abolition of a system which has had such a great influence in the educational development of the Empire.

The Congress of the Universities of the Empire will be opened by Lord Rosebery, on July 3. Many of the delegates have already arrived and are visiting the Scottish and Northern Universities. Judging from the agenda paper and the names of those who are contributing papers, the success of the Congress is assured before it begins. It is appropriate that it should assemble at the metropolitan University and gratifying that Oxford and Cambridge have assisted so cordially in its organization.

Military science has been approved as a new subject for the Intermediate and Final Pass Examinations in Arts and Science, both for internal and external students. This is an interesting result of the establishment of the Officers' Training Corps, which has demonstrated throughout the educational world—as the resolution adopted at the Head Masters' Conference also shows—the value of the study of military subjects. The syllabuses adopted by the University are of interest to the expert, but it may be mentioned that both theoretical and practical instruction is provided for, the latter by training in field-sketching, &c., and by the drills and other exercises of the O.T.C. Captain G. P. A. Phillips has been appointed Lecturer in Military Science.

OXFORD.

A deputation from those who signed the petition to the Chancellor for a Commission met the Chancellor on June 7, and at a meeting in Oxford on June 15 the deputation reported that the Chancellor "while considering himself a Liberal and even an advanced reformer in University politics, and while he was disappointed at the slow pro-

(Continued on page 468.)

"Wonderful!" is the verdict of the entire Teaching Profession.

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gress made with the proposals of 1910, was not prepared to advise the signatories to proceed with their proposals for a Commission and would not himself have anything to do with it." The Chancellor explained his reasons in private to the deputation. We presume that he thinks it better to wait and see what can still be done by Reform from within. The ordinary man would now say: "Obviously not very much"; but of course it is difficult to know how much good the advisory Finance Board may do.

The Chancellor's statement will probably check the movement for a Commission in the meantime. For most of the signatories, while quite certain that a Commission has got to come, are prepared to think that it is worth while to wait for a year or two rather than press for a Commission when reform forces are divided.

Meanwhile the financial position of the University has a welcome prospect of improvement, owing to the decision of the Inland Revenue Commissioners to accept the legal position that colleges are charitable institutions, and hence not liable to Income Tax. It is supposed that in this way the richer colleges will save, some of them, over a thousand a year, and the University will no doubt get its share of this. The colleges and the University are in debt to the Committee of Bursars who have been responsible for putting the case before the authorities, and especially the Bursar of Balliol. It is to be hoped that colleges will realize that to be a charitable institution implies certain responsibilities towards the public as well as certain privileges.

Income Tax.

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As the term is coming to an end preparations are being made by the University Tutorial Classes Committee for its summer classes. Students are coming from tutorial classes of all Universities all over the kingdom in the next two months. The school will be even larger this year than last. The program consists of lectures mainly on political and economic subjects, but especial attention is paid to arranging that each student shall write an essay on a subject selected by himself in consultation with his tutor, and should be taken individually by a tutor. To arrange work and tutors for over two hundred students takes much elaborate organization, but the results last year were worth the trouble. It is hoped that in future years it will be possible to bring students up for a month or two at a time. If that can be arranged a beginning will be made of a Summer University Course which will be really accessible to working men. The great need is financial. Money is badly wanted as the work is expanding very rapidly.

Summer Classes.

In the beginning of the term an appeal was made by the Delegacy for women students for an endowment for the Society of Oxford Home-Students. The number of women home-students in Oxford has increased very much in late years, and much good work and admirable organization has been done with very slender resources. The Delegacy wish especially to endow the Principalship, the work of which is at present carried on without any salary. It is to be hoped that this important appeal will succeed.

Oxford Home Students.

The Union Society has been in ferment over charges of extensive canvassing at the recent election for President. There is a strong rule against canvassing, but it tends to fall into disuse from time to time. A Committee of ex-Presidents reported that neither candidate had himself infringed the rules, but found eight members of the Society guilty of soliciting votes.

The Union Society.

The University has received three munificent gifts from Mr. Walter Morison. Mr. Morison originally offered Balliol College £20,000 to pull down the present ugly Butterfield Chapel and restore as far as possible the beautiful sixteenth-century chapel which was wantonly destroyed in one of the worst acts of early Victorian vandalism. The College, after some hesitation, resolved not to accept the offer. Since then Mr. Morison has given the University £10,000 to form the nucleus of a pension fund for professors—a most useful purpose—and £10,000 to endow a readership in Egyptology. In the last week of term it was announced that he has given yet a third £10,000 to the University to endow the proposed Economic Research in Agriculture. It is proposed to spend £3,000 in equipment of laboratories and to use the income of the remaining £7,000 for the necessary annual expenses.

Bodleian Librarian.—The vacancy caused in this important department was filled, as everybody hoped and expected, by the appointment of Mr. Falconer Madan. He has long been well known and universally popular, as all visitors and users of the great library would agree; and those who know him best would be unanimous in the very high estimate they would set alike on his knowledge of books and his command of the history of Oxford.

University Scholarships and Prizes, and Appointments.—Abbott Scholarship, awarded to Henry A. H. Bren, Exhibitioner of Oriel; *Proxime*—W. D. Wilkinson, Bradford School. Boden Sanskrit

Scholarship, awarded to Montagu H. B. Lethbridge, B.A., Scholar of Christ Church; highly commended, G. F. S. Collins, B.A., Exhibitioner of Christ Church. Ellerton Theological Prize Essay, awarded to M. G. Haigh, B.A., New College. Weldon Memorial Prize: this prize was offered by the Electors to Prof. Karl Pearson; the offer was not accepted, and the Electors then awarded it to David Heron, D.Sc. London. Herbert Spencer Lecturer, 1912: the Board met on May 16, and appointed Darcy Wentworth Thompson, C.B., Professor of Natural History in University College, Dundee, to be Herbert Spencer Lecturer for 1912. The Chancellor's and Newdigate Prizes: Latin Essay—George Leicester Marriott, Exeter; English Essay—David Ogg, Lincoln; Newdigate Prize—William Chase Greene, Balliol. Gaisford Prizes: Greek Verse—Thomas Farrant Higham, Trinity; *proxime* Godfrey Rolles Driver, New College; Greek Prose—Cecil John Ellingham, St. John's. Hertford Scholarship—Charles Edward Shuter Dodd, Balliol; distinguished in the examination, Cyril Bertram Moss-Blundell, New College, and Frank Whittle, Balliol. Conington Prize—Marcus Niebuhr Tor, M.A., Fellow of Oriel. Charles Oldham Prize—Maurice Roy Ridley, Balliol.

Subjects for next year.—Greek Verse (Elegiacs): Pope's "Elegy on the Death of an Unfortunate Lady." Greek Prose (Thucydidean): the subject is set in Greek, which, for convenience, I translate:—"A sedition having arisen among the *Britannoï*, the leader of the people speaks first, and is answered by the commander-in-chief."

CAMBRIDGE.

I mentioned in my last letter the Memorial to the Prime Minister requesting the appointment of a University Commission with power to make Statutes. Two petitions besides this have been circulated during the term, both suggesting to the Prime Minister that he need not trouble.

As to a Commission.

The first of these two is the manifesto of those who may conveniently be called Conservatives—using the term in its University sense. They point out to the Prime Minister that the only proposals of reform actually put to the Senate of late were one in 1910 for a House of Residents (with the limitation of the powers of non-resident members of the Senate), and another in 1911 for changes in the degree fees and capitation tax—and no others; no proposals as to the relations between the University and the colleges, and none as to fellowships and exhibitions. (The last, of course, could not come before the Senate at all.) They conclude with a quotation from a speech of the Marquis of Crewe, made in 1907 in the debate in the Lords, and append their names, asking that a Commission be not appointed. The list contains approximately two hundred names—many of course what one might lightly call professional Non-Placets, but also many names of weight and significance—and all, I gather, residents.

Meanwhile, a third Memorial appeared—perhaps the most interesting of the three—urging that the request for a Commission is "far from representing the feeling of the University. Not only is it against the preponderance of Conservative opinion, but its proposals seem inadvisable to many who are in active sympathy with the development and progressive reform of the colleges and University. . . . A Statutory Commission would be desirable if it were clear that the University was financially hampered by vested interests, if its revenues were squandered or wastefully applied. This is at present by no means the case." And they point to the general efficiency of the education obtainable here by men of fair ability, and urge that competition proceeding on perfectly natural lines keeps all the colleges aiming at being efficient. The original petition "represents but a section of the Liberal opinion of the place. Many Liberals are convinced that there is no call at the present time for Parliamentary intervention." Some sixty signatures follow, and represent, one might say, in actual distinction achieved in original work, in scholarship, in science and administration, as strong a body of men as either of the two preceding lists could show in the same compass. I may remind your readers that the original Memorial for a Commission contained, when I wrote, about seventy names of residents. Of course it is impossible to be precise in a statement of the comparative weight of two or three lists of names, but I give an impression.

The Master of St. Catharine has issued a flysheet on the D.D. question, and the Master of Pembroke has replied to it. Were, or were not, the Council justified in proceeding as they did—in "welcoming" the proposal of the Divinity Professors to open the degrees—and will that terrible Buddhist be a Divinity Professor himself in the not inconceivable future? I don't think he will, and I doubt if any-

D.D.

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(Continued on page 470.)

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body really thinks so. However, the matter is postponed to next term.

The Classical Tripos. I was not quite right in predicting that the new scheme containing a substitute for verse composition would be discussed next term, for it was proposed by the Council of the Senate that the vote upon it should

be taken during the May Race Week. A request, signed by a number of classical teachers, was sent to the Council, that an opportunity for discussion should be afforded, and it will be given early in October.

I think it might be of interest if you, Sir, would allow any of your readers who have experience of the good or evil effects of verse composition, or have any views about the alternative offered—viz. grammar, philology, and ancient systems of scansion and verse-construction—to express them in your columns. For my own part I realize that verse counts enormously but unevenly—all to the good with some men, and with others mostly to the bad—it trains taste and vivifies it—it wastes time and it makes an intimate scholarship possible to a degree of happiness not generally understood. I cannot help feeling that the making of it optional must affect classical teaching in every grammar school and high school of the country, nor can I help fearing that the new plan may not advance classical learning. The continual drafting of our better men into the Civil Service means the depletion of the ranks of the best classical teachers, and I think it possible that the proposed change may add to the factors that militate against sound scholarship of the old close, accurate, and intimate type. It is not for me to invite people to fill your columns, but I should be interested, and I think others might be, if you would tolerate it.

The Vice-Chancellor gives notice that, having regard to the drawbacks involved in holding Congregations on days which, so far as the town is concerned, are now statutory half-holidays—he has, after consultation

A Revolution.

with the Council of the Senate, decided to fix the ordinary Congregations for the ensuing academical year on Fridays and Saturdays, instead of Thursdays and occasional Saturdays as heretofore.

So the Czar, after consultation with Stolypin—it may be—can change immemorial usage. It is not very long since a movement was made in the town to shift the market to Friday and have the half-holiday on Saturday, thus to allow country week-ends to people from the villages who serve in shops in the town. I do not know why it fell through. It is a way we have in the 'Varsity. The Great Eastern Railway Company's proposal to have a proper railway station instead of the quarter-mile single platform and the terrible X that every Great Eastern train has to cross in going North or South, met with opposition from the town—nobody can conceive why. However, Thursday degrees have gone—another link with old days severed, though perhaps a slight one.

My prophecy for the May Week weather received the wettest kind of fulfilment. Prof. Gilbert Murray gave a brilliant Rede Lecture; the Jesus College boat recovered its place at the head of the river; there

&c.

were plenty of concerts, lots of balls; and the frocks our cousins brought with them went beyond our wildest records or expectations. However, they are gone, and the weather has largely recovered. Degrees are yet to be taken by the Tripos people. And now your correspondent hopes that for some time to come his duties to your readers and to the University are in abeyance.

WALES.

The report of the Welsh Department of the Board of Education on the Intermediate Schools of Wales is not really so critical in tone as some of its predecessors. On the contrary, it may be regarded in the main as almost eulogistic. It speaks of the "invigorating influence of the intermediate system on the life of the country," and it testifies that "progress has been made in the majority of the schools," that "some of them are entering on a new life," and that "the response of teachers to better and newer methods has been ready and almost universal." The report also speaks highly of the teaching of history and geography, and of the modern tendency to regard English as a living language and less as a matter of formal grammar. The criticisms in the report are chiefly directed towards the position of the Welsh language in some of our schools, and to the examinations of the Central Welsh Board. Referring to Welsh, the Chief Inspector makes some scathing comments. The teaching is often insufficient and the language is sometimes given an inferior place in the curriculum of the school, while the time given to it is short as compared with that given to French. In a system which professes to be national in character, it is very regrettable, in the

opinion of the Board, that it should be necessary to emphasize these defects and shortcomings in the teaching of our national language. The report, however, fails to give the other side of the picture, as in fairness it ought to have done. Let us compare all this with the verdict of the Chief Examiner in Welsh of the Central Welsh Board: "The result of the examination in Welsh was very encouraging in all stages, and the progress made during the last three years reflects great credit on the *teaching and organization* of the schools." If, therefore, there is any substance in the criticisms of the Department, it can only apply to a small minority of our schools, and it fails to do justice to the system as a whole.

In its references to the examinations of the Central Welsh Board, the Board of Education is inclined to be critical. It suggests, for instance, that the Junior Examination should be abandoned in order that a more educative and reliable examination may be substituted, and it courageously states that, at this stage, every school should be allowed to examine itself, subject to a rather shadowy system of control by examiners from the Central Welsh Board. A somewhat similar proposition was made by Mr. Owen Owen, but it will probably be some time before the public is ripe for the change—however sound it may be educationally. The Department has also a great deal to say about the entrance fees for the examinations. Reading between the lines, one may surmise that the policy of the Welsh Department with regard to examinations generally is to reduce them to a minimum and to substitute for them a rather elaborate system of Inspection. But whether the efficiency of the schools will be increased or not by the change is very doubtful. The great majority of the head masters are strongly opposed to it, and they firmly believe that the present satisfactory condition of Welsh secondary education is directly traceable to the stimulating influence of the examination system of the Central Welsh Board.

His Majesty the King laid the foundation-stone of the Welsh National Museum at Cardiff, on June 26. A very fine site in Cathays Park has been chosen, and the new Museum will stand close to the new buildings of the University College. It was not without a severe struggle that Wales succeeded in obtaining a Government contribution towards the cost of establishing and maintaining the Museum and the recently opened National Library at Aberystwyth. Several of the Welsh M.P.'s exerted themselves strenuously to get Government support, but it was not until 1905 that the Lord President of the Council issued a minute authorizing an annual contribution of £3,000 and a sum of about £30,000 towards the building of the premises. It is, however, estimated that the total cost will be about £250,000. The Director is Dr. W. Evans Hoyle, from the Manchester Museum.

The National Museum.

Prof. Bryner Jones, M.Sc., of the University College of Wales, Aberystwyth, has been appointed Commissioner for Agriculture for Wales. This appointment is universally approved as he has taken a prominent part in the development of agriculture in Wales. The President of the Board of Agriculture has also undertaken to establish a Department of Agriculture for the Principality—a step which is very generally welcomed. The Welsh farmer in the past has been most unscientific in his methods and, as a rule, quite impervious to new developments. It is true that during recent years there has been some improvement, owing to the influence of the University colleges; but so much remains to be done yet that the new Commissioner and the Department will be fully occupied for a long time.

Welsh Agricultural Department.

Mr. Pease is evidently determined to secure equal terms for teachers in non-provided schools in all the Welsh counties. The Glamorgan Education Committee is still pursuing a policy of differentiation, and evidently means to adhere to it. Notwithstanding the judgment in the Swansea Case, the President of the Board of Education has appointed Mr. Robert Younger, K.C., to hold inquiries in each locality in the county; and as the cost has to be borne by the locality itself, the bill for the whole county is likely to be a heavy one. Such is the penalty of stubbornness.

In an interesting address before the Denbighshire Association of Teachers, Mr. J. C. Davies, M.A., the Director of Education, said that they had to guard against two special dangers in Wales—(1) the intervention of mere business men in the work of administration of education—"practical" men without any experience or conception of its difficulty; and (2) the interference of mere theorists who had read a lot about education, but who had never had an opportunity of testing their theories by actual experience. Wales was also, in his opinion, very backward in the amount of attention that was paid to the culture of the body, and the results of medical inspection proved that, if their national health is to be improved, a far more serious view must be taken of it.

(Continued on page 472.)

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SCOTLAND.

Dundee University College. The question of the relation of University College, Dublin, to St. Andrews University, has again been raised. About twenty years ago this question led to a prolonged conflict, in course of which there was considerable litigation and much violent controversy between opposed parties. Ultimately, University College was, under the Universities Act of 1889, "affiliated to, and made part of," the University of St. Andrews. Its professors became members of the St. Andrews Senate, and its lecturers are appointed by the University Court. It has also derived considerable financial advantages from its connexion with the University. The College, however, still retains a Council of its own, and some of its work, mainly in the form of technical courses, is not under the control of the University. It is understood that the University Court has now asked for entire control of the funds of the College, and this demand is resisted by the Council. The College desires to extend its teaching in the Faculty of Arts, and if it retains the fees paid for any new courses which it may institute, it will come into direct and serious financial competition with the University, which draws many of its students from Dundee. The question turns mainly on the interpretation of the curious words quoted from the Universities Act. Do they mean that the College is merely affiliated to the University, or that it is incorporated in it? The College maintains the first alternative, the University holds to the second. The actual position of the College at the present moment seems to be that it is partly affiliated and partly incorporated. It seems unwise of the College to raise the question, for if the College is merely affiliated its professors must be withdrawn from the Senate and its share in the Government grants and other finances of the University must cease. A conference between the University Court and the Council of the College has been arranged, and it is to be hoped that this may result in some settlement by agreement. If the question is once more to be thrashed out by way of litigation and possibly of legislation, grave injury will be done both to the University and the College. At a recent meeting of the St. Andrews University Court, Principal Sir James Donaldson announced that a gentleman, who desires that his name should not meantime be disclosed, had intimated his intention to assign a sum of £15,000 to the University at the death of the survivor of his wife and himself, for the purpose of founding a Chair of Political Philosophy in the University. The Court has appointed Mr. A. J. B. Wace, M.A. (Cantab.), to the Lectureship in Ancient History and Archæology, and Mr. Walter N. Haworth, D.Sc. (Manchester), to be a lecturer in Chemistry at the United College, St. Andrews.

Glasgow. The Senate of Glasgow University has drafted new regulations for the bursary examinations. The regulations provide that each candidate may select four subjects from a list including English, history, five other languages, and five scientific subjects, under the condition that one subject at least must be a language other than English, and one subject at least must be a scientific subject. The regulations will probably be approved by the University Court and they will come into effect in 1913. June 25 is being observed as Commemoration Day at Glasgow University. Prof. Bower gives the commemoration address on Sir Joseph Hooker, and the honorary degrees already announced will be conferred. A number of the Colonial delegates to the Congress of Universities of the Empire will be present, and the honorary degree of LL.D. has been offered to the following:—Mirza Abbas Ali Baig, Member of the Council of India, representing Bombay University; President Falconer, C.M.G., University of Toronto; Sir John McCall, M.D., Agent-General for Tasmania; and Prof. W. H. Warren, University of Sydney. The installation of Mr. Birrell as Lord Rector of Glasgow University has been fixed to take place on Wednesday, December 4. In connexion with the centenary of the birth of David Livingstone, who was an honorary graduate of Glasgow University, Prof. Gregory is to deliver an address at the University on March 18, 1913. Mr. J. Pierpont Morgan has given to the University the valuable catalogues of his early printed books and MSS., paintings, miniatures, and jewels.

Aberdeen. Mr. Andrew Carnegie delivered his inaugural address as Lord Rector of Aberdeen University on June 6. He spoke of success in life and indicated many of his well known political and ethical opinions, discouraging against militarism, smoking, hereditary rank, plural voting, primogeniture, and in favour of religious equality and old-age pensions. There was considerable disorder in the student audience; but Mr. Carnegie's choice of subjects was not at all likely to maintain or produce peace. Mr. James Hendrick, B.Sc., has been appointed to the Strathcona Fordyce Chair of Agriculture at Aberdeen University.

Edinburgh University has offered the honorary degree of LL.D.

Edinburgh.

to two of the delegates to the Congress of Universities of the Empire, Mr. H. B. Allen, M.D., Professor of Anatomy at the University of Melbourne, and Mr. R. Ramsay Wright, B.Sc., Professor of Biology at the University of Toronto. Prof. Ramsay Wright is a graduate of Edinburgh University. The University Court has appointed Dr. Harry Rainy to the recently instituted Lectureship in Physical Methods in Therapeutics. Mr. T. F. Harley has been appointed Registrar of the General Council of Edinburgh University, in succession to Mr. John Stirton. The Senate and Court of Edinburgh University are promoting a memorial to the late Lord Lister.

Training Students. The Provincial Committees have revised their regulations regarding the amount of maintenance allowances to be paid to various classes of students in training. The chief effect of the changes made will be a reduction in the allowances to ordinary students living with their parents or relatives and an increased provision for students who take the new four years' course of concurrent professional training and University study. A considerable number of graduates from English Universities are seeking appointments as teachers of higher subjects in Scottish schools, and the Glasgow Provincial Committee has framed rules for dealing with these applications. The chief difficulty is that the English B.Sc. degree (except in London University) is an ordinary degree, analogous to the B.A., while the Scottish B.Sc. is an honours degree, some of the examination papers being identical with those of the M.A. degree with honours. In future English applicants will be required to have the B.Sc. degree with honours, except in the case of graduates of London. The number of students in training at Glasgow during the present session is as follows:—for the general certificate, 1,060; for the higher subjects certificate, 22; for the special subjects certificate, 243; and for further instruction, 3,192—total, 4,517.

The Scotch Department.

The annual report of the Education Department indicates continued progress in the readjustment of educational administration following on the Education Act of 1908. Schemes of medical inspection are in operation in all the large urban districts and in twenty-nine out of thirty-two county districts. There has been a considerable improvement in the provision of supplementary courses, and it is hoped that in a short time the schools of Scotland will be staffed entirely by fully trained teachers. Of the 20,000 teachers of all grades employed in 1911 in schools under the code, nearly 19,000 were certificated teachers and of these over 13,000 were trained certificated teachers, the remainder having passed the certificate examination.

At the annual meeting of the Scottish School Boards Association, the President, the Rev. Dr. John Smith, criticized the junior student system on the ground that it tended to the separation of junior students from other pupils in the schools by requiring of them a large number of subjects which were not included in the course of other pupils preparing for the Leaving Certificate. He contended that if a secondary course of any approved type was a satisfactory preparation for the later specialized study required for the Church, for medicine, or for law, a broad higher education taken along with future aspirants to other professions would be the best school preparation also for the teacher.

IRELAND.

Dublin University. The Board of Trinity College met on Monday, June 3, for the annual election to Fellowship and Scholarships. The Fellowship was awarded to the Rev. Arthur Alston Luce, B.D., formerly a pupil of

Eastbourne College, who scored 701½ marks in a course of Classics, Logics and Ethics, and Hebrew. The Madden Prize fell to Mr. Joseph Johnston, B.A., who scored 576 marks in Classics and Logics and Ethics. Twenty scholarships (four non-foundation ones) were awarded, six in mathematics, nine in classics, two in experimental science, and three in modern languages. Of twelve women candidates, four were successful—one in mathematics (second place), one in classics (third place), and two in modern languages (first and third places). Immediately after the announcement of the elections, the new Fellow was chaired by the undergraduates and carried in triumph down Grafton Street to the "Stickyback" photographic establishment; unfortunately on this occasion the hilarity of the students went beyond its usual bounds and resulted in a fracas with the police and the arrest of several.

The Professorship of Pastoral Theology, left vacant by the death of the Bishop of Killaloe, has been given to the Rev. J. A. Jennings, M.A., Incumbent of Harold's Cross Church and Wallace Lecturer in Divinity in the College, the election being made by the Bishops of the Church of Ireland.

(Continued on page 47.)

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The College is at present preparing for the celebration of the Bicentenary Festival of the Medical School, on July 4, 5, and 6. The Universities and Scientific and Medical Associations of the civilized world will be represented by delegates and guests, to the number of about two hundred, and a very large number of past graduates is expected to attend. The publication of a comprehensive "History of the Medical Teaching in Trinity College and of the School of Physic in Ireland," by Dr. T. P. Kirkpatrick, is a fitting forerunner to the celebration.

Irish education, and the possible effects which pending legislation may have upon it, have come in for a good share of discussion, in Press and on platform, during the past month. The General Assembly of the Presbyterian Church, in its annual meeting in Belfast, devoted a session to secondary and elementary education and adopted a report drawn up by a special committee and recommending the formation of a Register for secondary teachers, in which experience, University status, and, if possible, training, should be necessary qualifications; the institution of a minimum salary for registered teachers; and also of a pension scheme.

The Irish Technical Instruction Association, which held its eleventh annual congress in Cork, on June 4 to 6, listened to two important addresses on the state of Irish Education, from Sir Bertram Windle, President of University College, Cork (who was Chairman of the Congress), and Dr. Starkie, Resident Commissioner of National Education, both of which were fully reported in the Press. Sir Bertram Windle's inaugural address was largely an attack on the examination system, which dominated the education of the country in all its grades. The defunct Royal University had generated a widespread belief that the obtaining of a degree of any kind was an end in itself, the way in which that degree was obtained, and the education which it connoted being negligible matters. Out of the whirlpool in which the Royal University went down, happy Belfast had snatched (quite accidentally, one might say) a self-contained, independent University; the rest of the country had to put up with what was avowedly a makeshift, especially in the case of Cork, which had always wanted an independent University. The examination system reached its climax in the awarding of Fellowships in Trinity College, the highest educational prizes in the country. Then there was the Intermediate Board which was

prevented by Act from any other way of disposing of its funds than by examination, despite the fact that it recognized that way to be injurious to the interests of Irish youth.

Dr. Starkie, on the second day of the Congress, read an interesting and characteristically pessimistic paper on "Continuation Schools." Having described the higher-grade schools in Scotland, which he had himself inspected, and pointed out the crying need for a similar link between primary and secondary or technical education in this country, he went on to say that while England and Scotland had foraged Europe and America for fruitful ideas, which were carried out by Exchequer grants and rates, Ireland, "the Cinderella of the European family," must sit contented in her rags, happy now and then to have a few morsels thrown to her from the table of her richer sisters. While disclaiming any pronouncement of opinion on the Home Rule Bill Dr. Starkie felt it his duty to point out the risks to Irish education involved in the proposal that it, in common with all other transferred services, should be represented in the bulk sum handed over to the Irish Parliament by the grants allocated to it at the time of the passing of the Act. That these were insufficient Dr. Starkie went on to show, basing his statements on the admissions made in the official Conservative handbook "Against Home Rule," and dealing in brief detail with the requirements of secondary and primary education—in the former, a system of scholarships linking the primary with the secondary school, and the improvement of the position of teachers (reforms which the Chief Secretary had led them to hope might be introduced); in the latter, building grants, bonuses for teachers in the larger schools, readjustment of numbers in the higher grades, monthly payment of salaries, provision for practical instruction and medical inspection, and continuation schools. Whatever might be said for the wastefulness of Irish administration in other departments under the present regime, Irish educational administration, said Dr. Starkie, was penurious and further retrenchment was impossible. When Old Age Pensions—"an entirely unproductive service," which absorbed one-fourth of the revenue of the country, were abolished or reduced, it would be time enough to talk about economics in the education grant.

Mr. T. P. Gill, Secretary of the Department of Agriculture and Technical Instruction, who read a paper on "Preparation for Agricultural and Industrial Callings," took a more hopeful view of

(Continued on page 476.)

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affairs and put in a defence of the Treasury, which, it seems, the Department has not found so obdurate as the National Board.

The want of a more practical character in Irish education generally and the tendencies fostered by the Intermediate and the examination-University system to turn out intellectual *déclassés*, unfit for any useful calling, was dealt with by most of the speakers at the Congress. In this connexion Dr. Starkie gave an interesting account of the attempts made by the National Board to introduce garden-plots in some of the schools, and the complete success which had attended these efforts in some schools in Co. Limerick.

The subject of the financial prospects of Irish education under the Home Rule Act has engaged a good deal of attention elsewhere and called forth letters in the daily press, amongst them one from Prof. Culverwell, of Trinity College, pointing out that all parties, Unionist and Nationalist alike, were consenting parties to the diversion of the equivalent grant of £185,000 per annum from its original educational purpose to that of financing land purchase. There are not a few Home Rulers, perhaps, who will agree with Dr. Starkie's estimate of the relative claims upon the nation's finances of pensions for the aged and the education of the young; who regret that Home Rule was not established before the introduction of National Insurance and similar legislation, more adapted to the needs of a country with a vast population engaged in industrial and commercial pursuits than to those of a thinly populated agricultural one; and who believe that Ireland with a measure of fiscal autonomy would, even if poorer in the main, be able to work out her own salvation and devote her resources to her most pressing wants, amongst them the education of her youth.

"Irish Ireland" is looking forward to the celebration of the annual Oireachtas on a larger scale than hitherto in Dublin, during the first week of July. Immediately after, the summer colleges and schools

will begin their work—most of them having two sessions, each covering a month. This year several new schools have been started in Irish-speaking centres, among others at Carrigaholt in Co. Clare, Achill Island, Omeath in Co. Down, and Caherdaniel in Kerry. A permanent Conference of the summer schools has been appointed, with a delegate from each, which is to meet at regular intervals in Dublin to discuss the work of the schools and to secure uniformity of standard.

Meantime, while the Irish tongue is struggling to hold its own against so many powerful rivals, ancient and modern, we are threatened with the introduction of a new language into our educational system. The fifth British Esperanto Congress was held in Portrush during the closing days of May, under the presidency of Lieut.-Colonel Pollen, LL.D. (a graduate of Trinity College), and seems to have been a success in all its proceedings, business and social. Dr. Traill, Provost of Trinity, who is an enthusiastic Esperantist and has already suggested Esperanto as a subject for Irish National School Teachers, consented to act as patron to the Congress. It appears that Esperanto is now one of the subjects for the entrance examination of the Royal College of Surgeons in Ireland—who knows but it may yet find its way to the National School?

SCHOOLS.

BRISTOL, COLSTON'S GIRLS' SCHOOL.—The large extension of the school buildings, which has recently been completed, will be opened on Saturday, July 6, by the Countess of Suffolk and the Lord Bishop of Bristol. The new buildings provide for a new preparatory department, a geography room, additional classrooms and cloak-rooms, and a well equipped cookery room. The special feature of the extension is the library, providing accommodation for some sixteen thousand books, and occupying with a reading room the whole of the top floor of the new wing. The School has recently come into possession of a very fine library, the bequest of the late C. J. Ryland, Esq., who, in addition, left a sum of money to complete such series of books as were in course of publication at his death. The bequest of such a library is almost unique in the history of girls' schools.

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HAILEYBURY.—Princess Henry of Battenberg has consented to lay the foundation stone of the new Great School, to be erected as a Jubilee memorial. Towards the estimated cost of £13,500 subscriptions to the amount of £12,000 have already been received.

HARROW.—The 15th of June was a red-letter day for Harrow,

(Continued on page 478.)

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as glorious as any Fourth of June at Eton, and not marred, as Eton's Festival was this year, by rain. It was a happy accident that the opening speech by the head of the School was delivered by "the last of the Butlers," the son and grandson of a Head Master, one of Sir F. Galton's notable instances of hereditary genius. The principal speeches in the morning were from "The School for Scandal," "The Frogs," and "Champignol Malgré Lui." At the Head Master's luncheon the chief orators were the Archbishop of Canterbury, Lord George Hamilton (Chairman of the Governors), and Mr. Walter Long, all Old Harrovians. The King and Queen arrived at 4 o'clock and were received by a Guard of Honour of the Harrow Officers' Training Corps. Butler major read the School's address of welcome, which was handed to the King by the Head Master. His Majesty, in reply, recalled the happy visits paid by his father and mother to the School, recognized the great part that the School had played in national life (naming Byron, Palmerston, Peel, and Dalhousie), and, with a telling allusion to Bowen's famous song, expressed his confidence that Harrow boys were still preparing themselves "to do good and strenuous service to your King and country, be it twenty or thirty or forty years on." Then followed, with Dr. Percy Bach for conductor, the repertoire of songs that every Harrovian knows by heart, ending with "Auld Lang Syne." The King, who had shown his warm appreciation of the singing, rose, and again expressing his thanks for the hearty welcome accorded to him and the Queen, requested Lord George Hamilton, as Chairman of the Governors, to grant an extra week's holiday. Their Majesties, after taking tea with Mr. and Mrs. Ford in the Head Master's garden, returned to Windsor by motor-car.

LEINSTER HOUSE SCHOOL.—Lucy Frances Nettlefold (L.H.S. 1906-1909) has been placed in the First Class in the First Part of the Law Tripos at the University of Cambridge between the first and second men. She passed into Newnham from Leinster House with a Cambridge Higher Local Honours Certificate. It is perhaps worth notice that the six Leinster House girls who have taken Cambridge or London Final Examinations since 1905, have among them secured eight first classes and an M.A. London degree.

MALVERN.—Speech Day was June 20. The prizes were given away by Prince Ranjitsinhji. The Prince, replying to a vote of thanks, gratefully acknowledged the debt he owed to his English training. The public schools and Universities were the makers of English character, and he had sent four of his nephews to the

schools. Canon James said that any falling off in numbers was due, not to fewer entries, but to boys leaving at an earlier age. The class from which they drew their pupils were frightened at the financial schemes associated with the name of Mr. Lloyd George, and knew not what hen-roost might next be robbed.

PERSE SCHOOL, CAMBRIDGE.—Dr. Rouse has taken a leaf from Egeria's "Dramatic Teaching," and on June 18 there were performed two English plays, written, staged, and acted by Perse boys. The first, "Roundheads and Cavaliers," was the work of the Sixth Form. The second and more remarkable performance was a comedy in blank verse on the theft of Thor's hammer, written by a lower form, average age under thirteen. Dr. Rouse is shortly starting on a missionary tour in America.

ROSSALL.—June 25 was Speech Day. Sir Alfred Hopkinson, who distributed the prizes, said he knew enough of Rossall to sympathize with its ethics. It was often objected to public schools that they were out of touch with modern Universities. That was not his opinion. As at Manchester, so at Rossall, they endeavoured to cherish and extend the best Oxford traditions. The first was rowing, and there was no better physical training; next, an introduction to politics; and, thirdly, they learned a profound reverence for Aristotle's philosophy and for his ideal of education—to call out every side of our nature into its fullest activity and in due proportion. The Head Master read out a long list of honours at the Universities. He announced that the Council had decided to build an open-air swimming bath at a cost of £2,000, seven times the area of the present bath. £700 had already been promised towards the cost. The Officers' Training Corps had been particularly successful and the School had not lost a football or cricket match during the last three years.

SHREWSBURY.—Speech Day was Saturday, June 22. The Head Master, in distributing the prizes, referred to a regrettable misunderstanding between the School and the town. Shrewsbury was a poor school, the net income being approximately £1,000. The townsmen got a very good return for the money. Ever since the School was moved, thirty years ago, the Governors had been educating the sons of Salopians for fees considerably below cost price. Mr. Alfred Lyttelton, referring to recent labour troubles, urged that the gulf between wealth and poverty could only be bridged if those who enjoyed means and leisure would devote themselves to

(Continued on page 480.)

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(Continued on page 482.)



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The reference to Octave Feuillet's "Monsieur de Camors" was not given to avoid the possibility of consulting an English translation, if such exists. It affords a good test of French scholarship, but there is only one serious difficulty, and whether this was seen most translations failed to show. How can the author who begins by denouncing fatalism assert that the whole duty of man is, or will be, not to find himself in the dock? "A doctrine as elevating as it is salutary" must be taken ironically. In the first sentence the natural order is—"In writing this narrative I have throughout been guided by confidential communications on which I can absolutely rely." "Reliable" is an odious word. In the next sentence many failed to see that the mysterious downfall of a leader of Paris society had recently been the talk of the town. *Même* was often mistaken for an adverb, and for "most expressive physiognomies" read "most typical figures." *Vaines et tristes paroles*: "fatuous" would nearly express it; *vain* retains the force of the Latin *vanus*, "empty," and *triste* combines the meanings of "depressing" and "sorry." *L'inconvénient* is not "inconvenience," but "draw-back." *En passant* is best rendered by "incidentally." "Accredited" for "credited" was a common blunder. *A la bonne heure*: "there is nothing more to say." *Fatalité de naissance*:

better turned, "that a man's destiny is not predetermined at his birth." *Gens de bien*: "philanthropists," not "millionaires."

Tu vero felix, Agricola, non vitæ tantum claritate sed etiam opportunitate mortis. Ut perhibent qui interfuerunt novissimis sermonibus tuis, constans et libens fatum excepisti, tanquam pro virili portione innocentiam principi donares. Sed mihi filiaque eius præter acerbitatem parentis erepti auget maestitiam quod assidere valetudini, fovere deficientem, satiari vultu complexuque non contigit. Excepissemus certe mandata vocesque quas penitus animo figeremus. Omnia sine dubio, optime parentum, assidente amantissima uxore superfuere honori tuo; paucioribus tamen lacrimis compositus es, et novissima in luce desideravere aliquid oculi tui. Si quis piorum manibus locus, si, ut sapientibus placet, non cum corporibus extinguerent magnæ animæ, placide quiescas, nosque domum tuam ab infirmo desiderio et mulieribus lamentis ad contemplationem virtutum tuarum voces, quas neque lugeri neque plangi fas est.

By "R.L."

Happy in truth wert thou, Agricola; thy life was glorious, and timely the visitation of death. Those who were nigh at hand to hear thy last utterances relate that, with tranquil and cheerful mien, thou didst accept thy doom, as though to the utmost of thy power thou wert clearing the Emperor of blame. But for his daughter, and for me, sorrow is heaped on sorrow; we must bear the bitter loss of our father; we must mourn that it was not ours to tend him in his weakness, to cherish him as his strength ebbed, to stay our cravings with the dear look, the dear clasp. Some words there would have been, some admonitions, for memory to treasure deep in her shrine. O best of fathers! naught, we know well, was lacking to honour thee, while thy devoted wife was by thy pillow. Yet thou wast laid to rest with tears all too few, and thine eyes, as their light faded, craved one boon in vain.

If there is any place of abiding for the shades of the just, if (as philosophers would have us think) great spirits are not quenched when the body dies, rest thou in peace, and let thy memory be a trumpet call to us thy children, that we may turn from vain regret

(Continued on page 484.)

GIRLS' SCHOOL TRANSFERS.

Messrs. GABBITAS, THRING & Co.,
36 SACKVILLE STREET,
PICCADILLY, W.
(Established 1873.)

TRANSFERS OF AND PARTNERSHIPS IN GIRLS' SCHOOLS.

Messrs. GABBITAS, THRING & Co. have
a large number of Girls' Schools on
the books of their Transfer Department,
but issue no list of such Schools. On
learning a Purchaser's qualifications
and requirements, they will send to her
notices of opportunities likely to suit her.

The following are a few of the Schools now
on their books:—

No. **TRANSFER** of good-class School in
4,978. healthy London Suburb, carried on
successfully by present Principals for over 20 years.
They wish to retire. Over 50 Day Pupils, at pro-
spectus fees of 4½ guineas for Kindergarten up to
9 guineas, and considerable extras. 2 weekly Boarders
at 15 guineas. Receipts from the School £460, and
from letting School Hall, &c., £140, during the last
year. Goodwill £300.

No. **TRANSFER** of Day Connexion of
4,976. flourishing Boarding and Day School
near an important Northern City, containing nearly
100 Day Pupils. Prospectus fees 6 to 12 guineas.
Nearly 30 Boarders; the majority of the Boarders
would probably follow the Principals, who wish to
move to another locality and conduct a small School
there. Gross receipts considerably over £3,000.
From Day Pupils alone about £1,400. Goodwill at
capitation fees.

GIRLS' SCHOOL TRANSFERS.

No. **TRANSFER** of good-class Boarding
4,973. School at a favourite health resort re-
ceiving regularly Pupils from Orphan Association
maintained by certain Banks, which always has at
least 10 Pupils at the School. Now 26 Boarders.
Prospectus fees from 40 to 60 guineas, paying from
26 to 50 guineas. Gross receipts nearly £700. Owing
to the illness of one of the Principals the School
would be sold outright for £300, though the furniture
and equipment are probably worth more than this.

No. **TRANSFER** of licensed Boarding
4,968. House of a Girls' High School, situated
at Inland Health Resort. Vendor giving over owing
to death of relative. House opposite the School con-
taining 23 rooms, leased at £135, terminable in June
1914. Now 10 Boarders and 3 Mistresses. Purchaser
must be approved by Principal of School. For Good-
will and furniture only £400.

No. **TRANSFER**, owing to death, of old-
4,967. established Boarding and Day School
at South-West Coast Resort in delightfully situated
house, containing about 20 bedrooms, with grounds,
23 Pupils. Prospectus fees for Boarders 75 to 90
guineas. Receipts at the rate of over £900 per
annum. Price for goodwill and all school and
household furniture, &c., £1,000.

No. **TRANSFER** of large Day School in a
4,964. healthy suburb of an important Irish
City, containing about 80 Day Pupils at prospectus
fees of £2.5s. to £4.10s. per annum, with considerable
extras. Prospectus fees for Boarders £40 per annum.
Gross receipts £300. School very flourishing and
good opening. Price £200 for Goodwill and furniture.

No. **PARTNERSHIP** in flourishing School
4,963. for Gentlemen's Daughters in the Home
Counties. Partner required to assist in extension.
About 12 Boarders and 30 Day Pupils. Prospectus
Fees of £75 to £100 and about £30 per annum respec-
tively. To be divided into different departments in
separate houses. Present profit about £300, and
pupils being refused.

No. **PARTNERSHIP** in old-established
4,954. Boarding and Day School, at a South
Coast Resort. Inexpensive School, but strictly for
the daughters of gentlemen. Senior Partner propos-
ing to retire. About 15 Boarders and 8 Day Pupils.
Prospectus Fees 60 guineas for Boarders and 9 to 18
guineas for Day Pupils. Gross receipts and profits
increased the last three years. For last year about
£950 and £250 respectively. For half share of Good-
will £250, and £250 for household furniture.

GIRLS' SCHOOL TRANSFERS.

No. **OPENING for STARTING** high-class
4,918. Girls' School in very desirable sur-
roundings in conjunction with a lady of much suc-
cessful experience who owns a suitable House and
Grounds, and who would arrange to build for the
purposes of the School, when desirable.

No. **TRANSFER or PARTNERSHIP**
4,880. with a view to succession. Flourish-
ing School for Boarders only, at a favourite South
Coast Resort. Steadily full, with rather over 30
Girls. Prospectus fees of 90 guineas, besides extras.
Gross receipts about £4,400 last year. Average
annual receipts of last four years about £4,000. Net
profits for those periods over £750 and over £720
respectively. Goodwill of half share £1,000.

No. **PARTNERSHIP** in Boarding and Day
4,874. School in residential locality close to im-
portant Midland town, containing 7 Boarders an
about 25 Day Pupils and Day Boarders. Prospectus
fees 60 to 75 guineas and 15 to 42 guineas respectively.
Gross receipts about £1,000. Profits between £20
and £300. Goodwill of half share £250.

No. **PARTNERSHIP** with a view to suc-
4,804. cession in Boarding and Day School
for Gentlemen's Daughters in a very healthy locality
near the South Coast. Nearly 20 Boarders. Pro-
spectus fees from 75 to 99 guineas, and 12 Day Pupils,
9 to 18 guineas. Excellent premises. Gross receipts
about £1,200 and net profits about £200 per annum.

No. **TRANSFER** of Boarding and Day
4,656. School for Gentlemen's daughters in
residential seaside district in the Northern Midlands,
containing 6 Boarders and between 30 and 40 Day
Pupils. Boarders pay from 45 to 80 guineas and Day
Pupils from 9 to 50 or more guineas per annum.
Gross receipts over £1,400, and profits nearly £300.
One term's fees for Goodwill, or a lump sum of £300.

No. **PARTNERSHIP**, possibly to succe-
4,476. sion, in Boarding and Day School in
healthy Northern Suburb of London. A few Board-
ers paying on the average about £60 per annum, and
about 40 Day Pupils, and Day Boarders, paying fees
varying from 9 guineas for the youngest up to 28 guineas
per annum, and considerable extras. Gross receipts
over £1,000. Goodwill by capitation fee.

Further information will be sent to
applicants, but Messrs. GABBITAS, THRING
& Co. will require full particulars before
arranging introductions to their clients. No
charge is made to Purchasers.

Before placing your order for **a new Prospectus**

PLEASE WRITE US for Specimens and Prices.

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Telephone—5053 Central.

A SCHEME of Advertising for the best London, Provincial, and Colonial Papers will be forwarded free on application.

and womanish tears to fix our thoughts upon thy glorious qualities! Nothing is here to wail, to beat the breast.

We classify the 75 versions received as follows:—

First Class.—Atossa, Angel, Dane, Amadan, R.L., Mergy, Kern, Woodstock, Kurzweil, Origen, Constantine, Duplex, Agonistes.

Second Class.—M.A.H., Dunboy, T.S.M., Ardeonaig, A.D., Flaccus, Galatea, D.T.C., J.E.M., Apollinis Sacerdos, Electra, B.C.W., Eicarg, M., Nutcracker, Heli, Käthe, March, A Moret, W.H.S., Magdalenensis, Ignatius, Pebble, Parergon, M.T., Em, Wrig, Erigena, Peripatetic II.

Third Class.—R.A.P., Agatha Ross, Lotus, Corniger, C.H.L., Modestine, G.A.C., Alexia, Martin, Vigdeniensis, Charity, Hesperis, Erica, R.E.C.

Fourth Class.—M.P.H., J.J.R., Aixoise, Hamlet, Esmeralda, Conator, Chalk, Junggesell.

Fifth Class.—En Avant, Tacit, A.L.A., Myra, Grus, Sic vos, Agricola, A.D.C., Felix, Ono, Rats.

The famous peroration of the "Agricola" of Tacitus needs no comment; any annotated edition will give all necessary explanations. The prize was determined mainly by considerations of rhythm. *Opportunitate mortis* is one of those "golden phrases" (like Virgil's *lacrimae rerum*) that are the translator's despair. "Happy Agricola! thy life was glorious to the end and death overtook thee at the right hour," or (more freely) "saved thee from the evil to come." "Thou," in ornate prose, is not yet obsolete. *Tanquam*, &c.: "wishing, it would seem, as far as in you lay, to avert suspicion from the Emperor." *Superfuere*, &c.: "all honours due to your rank and fame were paid and more than paid." *Quas neque lugeri*: "a thought that should banish all sorrow and sighing." It is tempting to borrow Milton's "Nothing is here for tears," which seems an echo of Tacitus, but it would be a purple patch.

A Prize of Two Guineas is offered for the best translation of the following extract from Renan's "Discours de Réception":—

Ce grand cardinal de Richelieu, comme tous les hommes qui ont

laissé dans l'histoire la marque de leur passage, se trouve avoir fondé bien des choses auxquelles il ne pensait guère, certaines même qu'il ne voulait qu'à demi. Je ne sais, par exemple, s'il se souciait beaucoup de ce que nous appelons aujourd'hui tolérance réciproque et liberté de penser. La déférence pour les idées contraires aux siennes n'était pas sa vertu dominante, et, quant à la liberté, on ne voit pas qu'elle eût sa place indiquée dans le plan de l'édifice qu'il bâtissait. Et pourtant, voici qu'à deux cent cinquante ans de distance, l'apre fondateur de l'unité française se trouve, dans un sens très réel, avoir été le fauteur de principes qu'il eût peut-être vivement combattus, s'il les eût vus éclore de son vivant. Cette Compagnie, qui est après tout la plus durable de ses créations, qu'est-elle, Messieurs, si ce n'est une grande leçon de liberté, puisque ici toutes les opinions politiques, philosophiques, religieuses, littéraires, toutes les façons de comprendre la vie, tous les genres de talent, tous les mérites, s'assoient côte à côte avec un droit égal? La règle de la maison de Mécène, vous l'observez:

"... Nil mi officit unquam
Ditior hic aut est quia doctior, est locus uni
Cuique suus. . . ."

Réunir les hommes, c'est être bien près de les réconcilier, c'est au moins rendre à l'esprit humain le plus signalé des services puisque l'œuvre pacifique de la civilisation résulte d'éléments contradictoires, maintenus face à face, obligés à se tolérer, amenés à se comprendre et presque à s'aimer.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by July 16th, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Those in the First Class are entitled on application to a copy of "Essays, Mock Essays, and Character Sketches."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

These School and Teachers' Advertisements are continued from page 442.

REQUIRED, post as JUNIOR MISTRESS. Senior Oxford Certificate, one Group Higher Local. Usual subjects and French. Seven years' experience in large school. Non-resident preferred.—SPENCER, 2 Kyrle Road, Wandsworth Common.

YOUNG Lady, educated in High Schools, can correspond in French and German, excellent shorthand, Typewriting, Book-keeping, experienced in County Education Office, desires position as SECRETARY to Principal of School. Willing to do some teaching. Address—Miss BAKER, Springfield Road, Leicester.

GENTLEMAN (45; R.C.) seeks post as FRENCH TEACHER, with Elementary German. Certificat des Etudes Françaises. Disciplinarian and highest references. Address—H. G., c/o. Burns & Oates, 28 Orchard Street, London, W.

MUSIC MISTRESS, L.R.A.M., desires Engagement for September. Pianoforte, Violin, Class Singing and Harmony, Junior English subjects, and Art. Apply—Miss SAWDON, Bankfield, Singleton, Poulton-le-Fylde.

INSTITUTRICE FRANCAISE, Catholique, 12 ans d'enseignement, demande pour octobre, dans pensionnat, place rétribuée ou au pair avec liberté de donner leçons en ville.—BLANCHE MOUTERDE, rue Cercle Militaire, Oran, Algérie.

PHYSICAL CULTURE AND GAMES MISTRESS.—Young Lady desires Situation as ASSISTANT PHYSICAL CULTURE AND GAMES MISTRESS. Age 20. Trained Liverpool Gymnasium. Holds N.S.P.E. Certificate. Good at Games and Swimming. Apply—Miss C. BLACK, Clarendon, Ashgrove, Chester.

ETUDIANT FRANCAISE désire place au pair dans famille anglaise. Juillet, août, septembre. Ecrite—L. BOURGEOIS, rue Favart 4, Reims, France.

JEUNE FRANCAISE (26), professeur diplômé université, désire post au pair dans famille anglaise pour vacances (août, septembre).—Mlle BERNARDET, 35 rue Gambetta, Dax, Landes, France.

EXPERIENCED ENGLISH MISTRESS (Trained, Cambridge Teacher's Certificate) Inter. Arts (London University), seeks Post in Private Boarding School. English Literature, History, Mathematics, Latin, Science, Drill. Preparation for Examinations.—A. RIDGEWOOD, Grammar School, Enfield.

MRS. B. HANLEY, who has personally conducted her Scholastic and Ladies' Employment Bureau since 1896, recommends, free of charge, Housekeepers, Matrons, Governesses, Secretaries, Nurses (Trained), &c.; also high-class Schools.—28 Brook Street, Bond Street, W.

MISS THOMAS, Associate Teacher-Artist R.D.S. (Ablett), A.C.T. Kensington. Very successful in preparing for all Art Examinations (Oils, Water-colours, Sketching, Brushwork, Drawing, Wood-carving); also Correspondence Lessons.—Studio, Stratford House, Bromley.

ART MISTRESS, Certificated and Silver Medallist, South Kensington, and also Ablett's Certificates and Silver Star Royal Drawing Society, desires post in a School. Could also undertake duties of House Mistress and teach Needlework. Salary £40 to £45.—Box 434, Robertson and Scott, Edinburgh.

GYMNASTICS AND GAMES MISTRESS, experienced, requires post for September. First Class Diploma, Gold Medal, Swedish and British Gymnastics, Morris Dancing, Swimming, advanced Physiology, and Hygiene. Also First Class Diploma in Needlework.—Miss D. PYBUS, 4 Rosslyn Terrace, Stockton-on-Tees.

MUSIC MISTRESS requires post in School in September. A.T.C.L., Practical L.R.A.M., Piano, Theory, Harmony, Class Singing, elementary Violin and Solo Singing. Preparation for examinations.—Miss PALMAR, Rose Villa, Eddington, Herne Bay, Kent.

FRENCH LADY, Diplômée, experienced, seeks Post for September, resident or non-resident. Prepares for Examinations. Literature, Conversation (Direct Method), good Needlework.—M., 18 Pelham Grove, Sefton Park, Liverpool.

L.R.A.M., 3½ years' study in Berlin, seeks Visiting Appointment in School in London or neighbourhood. Pianoforte (Oscar Beringer), Curwen Method for Junior Pupils, Class Singing, Harmony, Form, Theory. Successes in all Examinations of Associated Board.—W., 10 West Kensington Gardens, Kensington, W.

EXPERIENCED MUSIC MISTRESS (L.R.A.M.) requires Re-engagement. Scotland or North of England preferred. Most successful in R.A.M. and R.C.M. Examinations. Theory, Harmony, Class Singing. Subsidiary: Drawing (Ablett's), Oils, Water Colours, &c.—SCHOLASTIC AGENCY, Woolston, Southampton.

LADY (27), ten years' experience, wants Re-engagement, School or family. Certificates: Oxford Higher Local, R.A.M. Accomplished Pianist. Violin, Drawing (Ablett's), French and German (acquired abroad). Moderate salary.—SCHOLASTIC AGENCY, Woolston, Southampton.

YOUNG LADY requires Post as TEACHER OF PRACTICAL AND THEORETICAL HORTICULTURE, England or abroad. Advanced Botany, Entomology, Chemistry, Shorthand, Book-keeping, French (Medallist), Swimming (R.L.S.S. Medal), good in Sports.—SCHOLASTIC AGENCY, Woolston, Southampton.

ITALIAN (23) wants Engagement, School or Family. Perfect Italian, Spanish, good French, German, Esperanto. 3 years' experience in Berlitz School. Small salary.—SCHOLASTIC AGENCY, Woolston, Southampton.

TWO experienced MODERN LANGUAGE MASTERS (now teaching in Prague) want Engagements in good Secondary or Grammar Schools. French, German, Spanish, Italian, Modern Greek, Roumanian. Fluent in English.—SCHOLASTIC AGENCY, Woolston, Southampton.

MISTRESS seeks engagement in September. Four or five mornings weekly. Botany, French, English Grammar, Arithmetic, elementary Mathematics, and German, Class Singing.—T., 6 Royal Parade, Croydon.

GYMNASTICS, DANCING, and SWIMMING.—Lady requires post, in September, as VISITING MISTRESS, one or two days a week. Schools or private. Fully qualified. Good experience.—R., 100 Mitcham Lane, Streatham.

WANTED, post as ASSISTANT MATRON or DOMESTIC STUDENT in a good School. Able to take charge of young children. Good Needlewoman. Age 18.—GIRLING, Gippeswyk School, Lowestoft.

B.A. London (English, Classics, Mathematics) seeks re-engagement September or Christmas. Nine years' experience in Girls' Public Schools. Good organizer and disciplinarian. Well qualified to assist with new or growing School. Address—No. 9,391.*

POST as ASSISTANT ART MISTRESS in Secondary School required by lady with A.T.C. and other South Kensington Certificates. London, Surrey, Sussex, or Kent. Salary a secondary consideration. Address—No. 9,392.*

HISTORY AND GAMES.—M.A. Wales. Five years' experience in School of G.P.D.S.T. Initial salary £130. References and testimonials on application. Address—No. 9,394.*

EXPERIENCED MISTRESS (Cambridge Higher Local, Advanced Mathematics, History, Botany, Political Economy, Logic, English) seeks Appointment (England or abroad). Preparation for Examinations. Address—No. 9,395.*

YOUNG MAN STUDENT (North German, age 21) seeks Post in School or Family. Small salary or mutual terms. Speaks French and English. Excellent references. Free end of July. Address—HANS BENDINEN, Goriesstrasse 11 III, Links, Munchen, Germany.

VISITING ART MISTRESS desires Engagement in or near Birmingham. South Kensington Certificated Art Mistress. Registered Board of Education. Subjects: Design, Painting, Drawing and Modelling from Life, Modelled Designs, Anatomy, Sketching outdoors and interiors, Art Needlework. Six years' experience in preparing for Royal Drawing Society. University Local and South Kensington Examinations. Last appointment three years' High School near London. Apply—E., 79, Francis Road, Edgbaston, Birmingham.

YOUNG LADY VIOLINIST, A.R.C.M. (late scholar R.C.M.), studied in Prague. Sevcik Method taught, requires Resident post in London School in September, at a special low salary, provided she may continue professional engagements. Excellent testimonials. Address—M. L. P., Thorpe St. Andrew, Norfolk.

L.R.A.M. seeks re-engagement. Pupil of Tobias Matthay. 2 years in Germany. Prepares successfully for all examinations. Public and Private School experience.—M., Astoncroft, Chase Court Gardens, Enfield.

ASSISTANT MISTRESS, experienced, Certificated, requires Non-resident post, September, Liverpool-Chester district. Special subject: Modern Geography. English, History, Scripture. Successful with candidates for Local Examinations. Apply—Miss FRIEND, Rock Ferry, Cheshire.

L.R.A.M. wishes re-engagement, September. Pianoforte, Harmony, Class Singing, Ear Training, Elocution. Pupils successful all grades Associated Board Examinations (Pianoforte), Cambridge Locals (Harmony). Four years' experience.—BASSIN, Montagu House School, Weymouth.

WANTED, in September, post as Resident KINDERGARTEN MISTRESS. Experience in Secondary School. Elementary Froebel Certificate all but one subject. All Kindergarten subjects, Games, Sports, Pianoforte-playing. Assistant given in Drill, Dancing, Drawing, Brushwork. Address—No. 9,401.*

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Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of September Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 489.

SOHOLASTIO.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

A List of September Vacancies will be forwarded to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 443 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

ARTIST, holding the Teacher-Artist

Certificate of the Royal Drawing Society, requires post as VISITING ART MISTRESS.—D. A. A. ROPE, 107 Marylebone Road, London, W.

EXPERIENCED MUSIC MISTRESS, A.R.C.M.

Pupil of Miss Fanny Davies, requires Visiting Engagements in good Schools in London in September. Piano, Harmony, Theory. Excellent references. Address—No. 9,398.*

MUSIC MISTRESS (L.R.A.M.)

desires Visiting Engagements in Schools. Piano, Violin, Harmony. Preparation for examinations. Winner of several prizes and scholarships. Address—LICENTIAE, 19 Aubert Park, Highbury, N.

EXPERIENCED LANGUAGE MISTRESS, highly-Certificated,

seeks post, Modern Languages (abroad), Latin, English, Arithmetic. Successful in examinations. Very good testimonials.—M., c/o Mrs. A. A. Hughes, Freeland, Handborough, Oxford.

EXPERIENCED MUSIC MISTRESS, L.R.A.M.,

desires re-engagement. Examination successes. Good testimonials. Seven years' experience in good School.—Miss CORBETT, All Saints' Home, Emscote, Warwick.

AS MUSIC AND LANGUAGE MISTRESS, German, trained teacher.

English references. French, German, Italian, Music, brilliant Pianist (Medallist Conservatoire). Shares supervision Games.—147 F. Hooper's, 13 Regent Street, London. Others disengaged. List gratis. Head Mistresses invited to make known their requirements early to secure good selection. Established 1881.

NATURE STUDY AND GARDENING MISTRESS.—The Principal of

the Horticultural College, Swanley, Kent, wishes to recommend a student who is leaving after a 3 years' course at the College. She is competent to undertake the teaching of these subjects and Botany, and also to help in organizing Games.

AS MATRON, HOUSEKEEPER MISTRESS, HOUSEKEEPER.

Thoroughly experienced, care servants, linen. Has taught Needlework, Housewifery, Cooking. Five years' reference.—2,005 H. Hooper's, 13 Regent Street, London. Others. Introduction gratis.

TEACHER-ARTIST CERTIFICATE of the Royal Drawing Society.

Students prepared for necessary examinations personally, or lessons by Correspondence.—Miss FLEMING CLINTON (Associate Royal Drawing Society), 4 Northcote House, Hampstead.

HEAD MISTRESS highly recommends young ASSISTANT COOKERY MISTRESS as HOUSEKEEPER or ASSISTANT MATRON.

Holds full 2 years' certificates of School Domestic Training Department. Good Cook, accustomed to catering for large number. Quite reliable. HERBERT, High School, Gloucester.

LADY, experienced in Educational and Secretarial work,

requires, for September, Post as SECRETARY in a School. Shorthand, French and German (acquired abroad), good Correspondence and Accounts.—Miss FARLEY, Nailsea, Bristol.

A BROAD OR ENGLAND.—As GOVERNESS COMPANION.

Art speciality (Exhibitioner). Good Music (studied Berlin), fluent German, French. Most interested in developing talent for either Music or Painting. Has travelled Italy, Germany, Austria, Egypt.—61 H. Hooper's, 13 Regent Street, London. Introduction free.

DEMOISELLE (19 ans), ayant son

brevet, connaissant bien le français et l'allemand, ayant été 15 mois institutrice en Allemagne, références à l'appui, demande emploi dans un pensionnat ou demoiselle de Cie, ou gouvernante d'enfants dans famille pour leur apprendre le français et l'allemand.—Monsieur E. MOINET, 17 rue du Ruisseau, Paris.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.)

For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education", Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

STUDENT-TEACHER (Resident)

wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

GRAHAMSTOWN, SOUTH AFRICA.—Wanted, for Girls' High School,

a Resident MISTRESS to teach advanced Botany, junior Latin and English. Applicants must be over 30 years of age. Salary £110 resident. Good experience essential. Nonconformist. Mistress appointed must sail end of July. Passage paid on three years' engagement.—Apply to Miss TREW, Queenswood, Clapham Park, S.W.

POUR PENSIONNAT, 1^{er} ordre

à Genève, 12 élèves, on cherche DEMOISELLE PROTESTANTE, de langue française, 30 à 40 ans, ayant l'habitude des pensionnats et qui travaillerait quelques mois avec la directrice actuelle dans la but de reprendre l'affaire. Date d'entrée suivant arrangement. Adresser les offres sous Address—No. 9,327.*

NATIONAL INSURANCE ACT, 1911. Part I.

THE NATIONAL HEALTH INSURANCE COMMISSION (England) invite applications from women for the posts of

- Salaries.*
(a) Inspector... .. £300 rising to £400.
(b) Assistant Inspector ... £100 rising to £300.
(c) Health Insurance Officer £80 rising to £150.

No application will be considered unless it is made on the official application form, which may be obtained from The Secretary, National Health Insurance Commission (England), 55, Whitehall, London, S.W. Such forms will (together with a memorandum giving details of the posts to be filled) be supplied by post only. Letters asking for forms should be marked "Appointments—Women" on the left-hand top corner of the outside cover, and must be accompanied by an addressed foolscap envelope (9 ins. x 4 ins.), which need not be stamped.

Any attempts made by candidates seeking posts to enlist support for their applications, whether through Members of Parliament, or Commissioners, or in any other way, except as directed in the memorandum above referred to, will disqualify.

The appointments will necessitate whole time service, and will, with certain exceptions mentioned in the memorandum, be pensionable.

Candidates must be over 25 and under 50 years of age. *No application form will be issued after July 6th, and the list for applications will be closed on July 12th.*

Candidates who appear from their applications to be suitable will be interviewed, and the final selection will be made on the results of a written examination to be conducted by the Civil Service Commissioners. Successful candidates will, before appointment, be required to undergo a strict medical examination. No person should apply unless in a thoroughly sound state of health.

Among the qualifications required are general administrative experience, including experience of work in connexion with Public Health, special knowledge of industrial conditions, experience in dealing with bodies of employers or employed persons, or experience of Friendly Society, Trade Union or Insurance work.

Candidates already in the Civil Service must apply through the Head of their Department, and in no case direct to the Commissioners.

The List of Candidates open to men is now closed.

June, 1912.

NORTHUMBERLAND.

BLYTH SECONDARY SCHOOL.

The Governors invite applications for the position of HEAD MISTRESS of the Girls' Department of the New Secondary School which will be opened in January, 1913. Applicants must be graduates of a British University, between 30 and 45 years of age. Salary £190, rising by increments of £10 to £250 and a sum not exceeding £20 to meet a like sum to be paid by the Head Mistress in respect of premiums for a deferred annuity. Application forms will be forwarded on receipt of a stamped addressed envelope and must be returned to the undersigned not later than July 6th, 1912.

T. R. GUTHRIE,

Blyth, Northumberland. Clerk to the Governors.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten **free of charge** and sent to any **new** client on receipt of 3d. in stamps to cover cost of paper and postage.

Our ordinary scale is:—

10 copies of one Testimonial...	1/-, post free.
20 " " " " " "	1/6, " "
50 " " " " " "	2/3, " "

SIZE: QUARTO OR FOOLSCAP.

ACCURACY GUARANTEED.

CLEAR AND UNIFORM COPIES.

WORK SENT BY RETURN OF POST.

Specimens on application. Every description of Typewriting work undertaken.

KING, 45, BEDFORD ROW, LONDON, W.C.

EDUCATIONAL GYMNAST

wanted for Swedish Gymnasium, Cambridge. Experienced in School work, games, and in the training of Elementary teachers. Mme Österberg's training essential. Salary from £120, non-resident. Apply immediately to SWEDISH GYMNASIUM, Cambridge.

BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON). YORK PLACE, BAKER STREET, LONDON, W.

The Council will shortly proceed to appoint to the following posts:—

ASSISTANT LECTURER IN BOTANY, at a salary of £165 a year, rising to £200.

ASSISTANT LECTURER IN MATHEMATICS, at a salary of £165 a year, rising to £200.

ASSISTANT IN FRENCH, at a salary of £120 a year, rising to £150.

ASSISTANT IN HISTORY, at a salary of £120 a year, rising to £150.

ASSISTANT LIBRARIAN, for the session 1912-13, at a salary of £80 for the year.

Six copies of Applications, and of not more than three recent testimonials, should be sent, not later than Saturday, July 6th, to the undersigned, from whom further particulars may be obtained.

(Signed) ETHEL T. McKNIGHT,
Secretary of Council.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

KING'S NORTON GIRLS' SECONDARY SCHOOL.

A TEACHER OF COOKERY, LAUNDRY-WORK, HOUSEWIFERY, NEEDLEWORK, and DRESSMAKING will be required in September next. Salary according to qualifications and experience, £140 being the maximum of the Scale.

A Form of Application may be obtained from the undersigned.

JNO. ARTHUR PALMER,
Secretary of Education.

Education Dept., Birmingham.
June 19th, 1912.

SOWERBY BRIDGE AND DISTRICT SECONDARY (DUAL) SCHOOL.

Wanted at the above School in September, a SENIOR MISTRESS. Candidates must have a degree or equivalent and be able to teach English subjects and French. Residence abroad desirable. Salary £150, increasing by annual increments of £10 to £180.

Applications must be made on special form to be returned not later than July 15th and obtained by sending a stamped and addressed envelope to the undersigned.

Commercial Bank Chambers, LLEWIS RHODES,
Hallfax. Clerk to the Governors.

COUNTY BOROUGH OF HASTINGS EDUCATION COMMITTEE.

The Committee require the services of a FORM MISTRESS, to commence duty at the beginning of next term. Commencing salary £100 per annum, rising by annual increments to a maximum of £120. Disciplinary.

Applications (on forms to be obtained from the Offices of the Committee) must be sent to the undersigned not later than Saturday, 13th July.

Canvassing will disqualify.

PHILIP O. BUSWELL,
Offices: 18 Wellington Square, Hastings. Secretary.
19th June, 1912.

AUSTRALIA.

TEACHERS' CENTRAL REGISTRY,

UNDER THE DIRECTION OF A COMMITTEE OF

THE TEACHERS' GUILD OF NEW SOUTH WALES.

MEN and WOMEN Graduates and

other qualified teachers willing to come to Australia are invited to forward full particulars of their qualifications and experience, with copies of testimonials, to the Registrar.

Miss GARRAN,

Equitable Building, Sydney, N.S.W.

Salaries for Resident MASTERS range from £100 to £300, for Resident MISTRESSES from £70 to £150.

CENTRAL FOUNDATION

SCHOOL, SPITAL SQUARE, LONDON.—Wanted, in September, JUNIOR MUSIC MISTRESS, who would gain experience in teaching under supervision. Application must be made on printed form. Enclose stamped and addressed envelope to HEAD MISTRESS.

MINISTRY OF EDUCATION, EGYPT.

DEPARTMENT OF AGRICULTURAL, TECHNICAL, AND COMMERCIAL EDUCATION.

Applications are invited for the following appointments to date from the beginning of October next:—

(1) ASSISTANT MASTER OF COMMERCIAL SUBJECTS and BUSINESS METHODS at the KHEDIVIAL SCHOOL OF ACCOUNTANCY AND COMMERCE, CAIRO. Grade of salary from L.E. 420 to L.E. 540 per annum. Non-resident. Recognized qualifications in Commercial education, and experience in Commercial work and in teaching are essential. Age 25 to 35.

(2) ASSISTANT MASTER OF ENGLISH LANGUAGE at the KHEDIVIAL SCHOOL OF ACCOUNTANCY AND COMMERCE, CAIRO. Grade of salary from L.E. 288 to L.E. 384 per annum. Non-resident. Applicants should possess a University degree with teaching experience in Commercial Schools or Classes and be unmarried. Age 25 to 30.

(3) ASSISTANT MISTRESS OF DOMESTIC ECONOMY in the KUBBEH HOUSEWIFERY SCHOOL, CAIRO. Grade of salary from L.E. 192 to L.E. 240 per annum, with furnished quarters. Applicants should be between 25 and 30 years of age, and should possess recognized diplomas in Domestic subjects with experience in teaching.

Before making a formal application, intending candidates should apply in writing to the DIRECTOR, EGYPTIAN EDUCATIONAL MISSION, 36 Victoria Street, Westminster, S.W., for a copy of the note giving particulars of the post for which they wish to apply, and of instructions for making application.

TROWBRIDGE EDUCATION COMMITTEE.

SECONDARY SCHOOL FOR GIRLS.

HEAD MISTRESS wanted to commence duties in September next. Salary £200 per annum.

Applications, stating age, qualifications, and experience, with copies of three testimonials, to be sent on or before July 13th to Mr. H. LEDBURY, Secondary School, Trowbridge.

TROWBRIDGE EDUCATION COMMITTEE.

SECONDARY SCHOOL FOR BOYS.

ASSISTANT MASTER wanted to commence duties in September next. Good French essential. Salary £120, rising by annual increments of £5 to £150.

Applications, stating age, qualifications, and experience, with copies of three recent testimonials, must be sent on or before July 13th to Mr. H. LEDBURY, Secondary School, Trowbridge.

UNIVERSITY COLLEGE, READING.

PROFESSORSHIPS OF ENGLISH LITERATURE AND OF MODERN HISTORY.

The Council are about to appoint a PROFESSOR OF ENGLISH LITERATURE and a PROFESSOR OF MODERN HISTORY. Applications must be received by July 6, 1912. Particulars can be obtained from the REGISTRAR at the College.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

UNIVERSITY OF BRISTOL.—

Council invites applications for the post of MISTRESS OF METHOD, becoming vacant in September next. Number of women students in training 125. Salary £300 per annum. Further information may be obtained from the REGISTRAR.

VACANCY for PUPIL MISTRESS

in September. Would be required to help with Junior Residents and be prepared in return for London Matriculation, Senior Cambridge or Higher Music Examinations. Premium 8 guineas a term. Apply—SECRETARY, Edgbaston College, Bristol Road, Birmingham.

WANTED, September:—(1) Non-resident ENGLISH MISTRESS. Some French Games desirable. Tripos or Honours School. Training or experience. Salary £110. (2) Non-resident MUSIC MISTRESS. A.R.C.M. or L.R.A.M. Piano, Class and Solo Singing. Public School experience very desirable. Salary by capitation, about £110. Apply—HEAD MISTRESS, High School, Wisbech.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL invites applications for the position of assistant master to teach form subjects, but specially qualified in German, at the St. Marylebone Grammar School. Salary £150 to £200 according to experience, rising to £300 by yearly increments of £10. Candidates must have passed a final examination for a degree held by a recognized university. In special cases, however, the degree qualification may be relaxed, provided that a candidate is otherwise specially qualified.

Applications must be on the official forms, to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the **EDUCATION OFFICER**, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Monday, 25th July, 1912. Every communication must be marked H.4 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,
Victoria Embankment, W.C.
25th June, 1912.

GIRLS' MODERN SCHOOL,

LEEDS.—Wanted, in September next, an **ASSISTANT MISTRESS** qualified to teach Botany and Geography. University degree or equivalent essential. Commencing salary £110 to £120 per annum, according to qualifications and experience. Application forms, which may be obtained from the undersigned, should reach the Education Offices not later than 6th July, 1912.

JAMES GRAHAM,
Education Offices, Leeds. Secretary for Education.

TAMWORTH GIRLS' HIGH SCHOOL.

HEAD MISTRESS required in September. University Degree (or equivalent Certificate) indispensable. Present salary (depending partly on capitation fees) about £100.

New buildings in course of erection by County Authority.

Further information and application forms (which are to be returned by 9th July) may be obtained from **GRAHAM BALFOUR, M.A.,** County Education Offices, Stafford.

WORCESTERSHIRE EDUCATION COMMITTEE.

Wanted, to begin duty in September next, a **WOMAN INSTRUCTOR OF PHYSICAL EXERCISES**, to give full time to the instruction of girls in three or four Secondary Schools maintained by the Worcestershire Education Committee. Salary £100 per annum, together with necessary out-of-pocket travelling expenses. Applicants should be trained in giving instruction according to the principles of the Swedish system, and should be able to take dancing, games, and remedial gymnastics.

Applications, giving full particulars of training, qualifications, and previous experience, accompanied by copies of recent testimonials, should be sent to reach the **DIRECTOR OF EDUCATION**, County Education Office, 37 Foregate Street, Worcester, not later than July 10th. (S. 40.)

TYPEWRITING.—Testimonials

6d. per dozen copies. MSS. 8d. per 1,000. Carbon copy 2d. Prompt and accurate work.—Miss WEST, Claremont, Gainsborough Road, North Finchley, London, N.

REQUIRED, in September, in Private School, **JUNIOR ENGLISH MISTRESS** with Froebel Certificate. Also young French lady *au pair*. Address—**PRINCIPAL**, Brackenhurst, Hindhead, Surrey.

REQUIRED, in a high-class German Boarding School for Girls, English **PUPIL-TEACHER** *au pair*. No salary. Apply to Frau **OPFERIN VON CIRIACY-WANTRUP**, Stift Keppel, Westphalia, Germany.

WANTED, in September, a trained **GYMNASTIC INSTRUCTRESS**, for a factory in the North of England. A pupil of Miss Osterberg's preferred. Apply—Miss JONES, c/o Keckitt & Sons, Ltd., Danson Lane, Hull.

TWO STUDENTS—one for Music—wanted in Montpellier, Seaton, Devon. Prepared for Higher Music Examinations, Cambridge Higher Local, Ablett's Drawing, Oxford Locals, or Elementary Froebel Examination, in exchange for slight services and small fee. Apply—**The Misses PICKIN and OWEN**.

ST. HELENA'S COLLEGE,

HARPENDEN.

Wanted, in September, a **STUDENT MISTRESS**. Special facilities for study of Music and Modern Languages. Moderate premium. Apply—**PRINCIPAL**.

COUNTY BOROUGH OF BURY.

MUNICIPAL SECONDARY SCHOOL (FOR BOYS AND GIRLS).

Wanted, in September next, **TWO ASSISTANT MISTRESSES**, the one with special qualifications in English and the other in French; subsidiary Subjects, Needlework with French or English or Music. One of the successful candidates, who must have had good experience, may be offered the post of Senior Assistant Mistress, and will be required to take a prominent part in the games, physical exercises, and general out-of-school life of the girls.

Salary £100 to £140 or £150 a year, according to scale. In fixing commencing salary credit will be given for years of service under other Authorities.

Applications, on the Committee's Form (which, with scale of salaries, will be forwarded on receipt of stamped addressed foolscap envelope), should reach the **DIRECTOR OF EDUCATION**, 8 Bank Street, Bury, not later than July 9th, 1912.

HOLYWELL COUNTY AND INTERMEDIATE SCHOOL FOR BOYS AND GIRLS.

Wanted, **MASTER** to take Commercial Subjects (viz., Arithmetic, Geography, Shorthand, Book-keeping, and Typewriting); Drawing and Music (not instrumental) and General Form Subjects. Salary £130 per annum. Applications stating experience, and particularly mentioning the subjects capable of being taught, accompanied by three testimonials, to be delivered to the undersigned not later than July 5th, 1912.

J. KERFOOT-ROBERTS, Solicitor.
Holywell. Clerk to the Governors of the Holywell County School.

KING'S COLLEGE CHOIR SCHOOL, CAMBRIDGE.

The **HEAD MASTERSHIP** of this School will be vacant after this term. There are 16 Choristers, and the house has room for 6 or 7 Boarders in addition. The number of Day Boys has varied during the last 5 years from 18 to 12.

Information as to conditions and stipend may be obtained from the **Deans**. Applications, enclosing testimonials, should be sent to the **SENIOR DEAN**, King's College, Cambridge, not later than July 15.

BEVERLEY GRAMMAR SCHOOL, EAST YORKS.

The Governors invite applications for the Appointment of **HEAD MASTER** of this School.

Salary £350 per annum. The master to provide his own house. The candidate selected will be required, if possible, to enter upon his duties with the Michaelmas Term, about the middle of September next.

An applicant must be a Graduate of a University in the United Kingdom or have such other equivalent qualification as may be approved by the Board of Education.

Applications with not more than three testimonials (copies) should be delivered by post to the undersigned on or before the 8th July next.

Canvassing will be a disqualification for the appointment.

F. G. HOBSON,
Beverley. Newbigin, Beverley.
15th June, 1912. Clerk to the Governors.

RESIDENT MISTRESS, Noncon-

formist, required in September. Graduate or equivalent qualifications. Some Boarding School experience essential. Apply, stating age, salary required, &c., to **Rev. HERBERT GAMBLE, M.A.,** Oakfield School, Arnside, Westmorland.

WANTED, September, MISTRESS

for Laundry and Cookery, and to help with Preparatory Form. Full domestic qualifications necessary. Salary £100 to £120, according to experience, rising to £140. Apply—**HEAD MASTER**, Grammar School, Amersham, Bucks.

LEEDS COCKBURN HIGH

SCHOOL.—**FORM MASTER**, with special qualifications in Mathematics, required in September. University degree or equivalent essential. Salary £130 to £160 according to qualifications and experience. Forms of application, which should reach the Education Offices not later than 6th July, 1912, may be obtained from the undersigned.

JAMES GRAHAM,
Education Offices, Secretary for Education
Calverley Street, Leeds.

CITY OF SHEFFIELD. EDUCATION COMMITTEE.

TRAINING COLLEGE IN DOMESTIC SUBJECTS.

Wanted, in September next, **HEAD ASSISTANT TEACHER OF DOMESTIC SUBJECTS**, commencing salary £120 per annum.

Preference will be given to candidates who hold special certificates for High Class Cookery, and have had experience on the staff of a Domestic Training School.

Forms of application, which may be obtained from the undersigned, should be returned at once.

G. S. BAXTER,
Education Office, Leopold Street. Secretary.
July, 1912.

LEWISHAM GRAMMAR

SCHOOLS FOR GIRLS, CATFORD, S.E.—Wanted in September: (1) A **SENIOR MODERN LANGUAGE MISTRESS** with Honours Degree or its equivalent, and who has resided abroad. She will take charge of a Form; (2) A **KINDERGARTEN MISTRESS** with First Class Higher Froebel Certificate, trained at a recognized College and able to train Students. In both cases good discipline and experience in Public Secondary Schools essential. Commencing salaries according to recognized scale. Only testimonials of applicants fulfilling required conditions will be returned. Apply to the **HEAD MISTRESS**.

SHERBORNE GIRLS' SCHOOL.

—Wanted, September, **JUNIOR FORM MISTRESS**. Essentials: Public School experience, good disciplinary, specialist, English degree or equivalent preferred, games desirable. Also **ASSISTANT MISTRESS** for Domestic training House. Essentials: Diplomas, Needlework, Dress-making, Millinery, Laundry. Apply—**HEAD MISTRESS**.

WANTED, in September, a Resi-

dent **MISTRESS** for Swedish Gymnastics, Drill, Remedial Exercises, Games, Botany, Junior English. Experience essential.—Apply, sending full particulars, salary, age, &c., to **PRINCIPAL**, Walden Heath, Harrogate.

WANTED, in September, a Resi-

dent **FRENCH MISTRESS** for Conversation, Reading, Needlework, Music a recommendation.—Apply, sending full particulars, salary, age, &c., to **PRINCIPAL**, Walden Heath, Harrogate.

SAFFRON WALDEN TRAINING

COLLEGE FOR WOMEN, ESSEX.

Wanted, in September, **LECTURER** for Science, Nature Study, and Mathematics. Should be able to teach method of her subjects, supervise work of Students in Practising Schools and help in their professional training. Degree or its equivalent, training, and some experience required. Commencing salary £100, with board, residence, laundry, and medical attendance. Apply **PRINCIPAL**.

TYPEWRITING.

MANUSCRIPT, 8d. per 1,000 words. Testimonials 6d. per dozen. Perfect work and promptness guaranteed.—**JAS THORNTON**, 6 Victoria Parade, Church End, Finchley, N.

RESIDENT STUDENT-TEACH-

ER wanted in September. Preparation for I.R.A.M. Premium £21 per annum. Miss HALL, The High School for Girls, The Quadrant, Coventry.

ASSISTANT MISTRESSES for

good Schools.—Science, Mathematics, £50. Modern Languages, £50. Kindergarten, £40. English, Music, £45. English, Piano, Drawing, £30. English, Drawing, Drill, £30. Student Governesses, mutual terms, great advantages. Apply—**SCHOOL ASTOR AGENCY DEPARTMENT**, Army and Navy Auxiliary Cooperative Supply, Limited, Howick Place, Westminster.

THE COWLEY GIRLS' SCHOOL,

ST. HELENS.—Required, first week of September, well qualified **MISTRESS** for Preparatory Form. Higher Froebel Certificate, training and experience quite essential. Salary £110. Apply—**HEAD MISTRESS**, before July 6th.

HIGH SCHOOL FOR GIRLS, RIPON.

Wanted, in September next, a **MISTRESS** (Higher Froebel Certificate) to take charge of Preparatory Department.

Salary £110.
Applications with testimonials to be sent to the **HEAD MISTRESS**, College Road, Ripon, on or before Tuesday, the 9th July.
M. KIRKLEY,
Ripon, 19th June, 1912. Clerk to Governors

NATIONAL SOCIETY'S TRAINING COLLEGE FOR TEACHERS OF DOMESTIC SUBJECTS, BERRIDGE HOUSE, FORTUNE GREEN ROAD, N.W.—Wanted in September, a MISTRESS to teach Science Subjects and Educational Method. Graduate preferred. Salary £120 with residence. Superannuation Scheme.—Apply by letter only, enclosing copies of not more than three recent testimonials, to the PRINCIPAL at the College.

BRITISH AND FOREIGN SCHOOL SOCIETY, DARLINGTON TRAINING COLLEGE.—Wanted, for September, an ASSISTANT MISTRESS OF METHOD. Salary from £80 to £90 per annum, according to qualifications, with board, residence, laundry and medical attendance.—Application Forms can be obtained from the PRINCIPAL and should be returned at once with copies of three testimonials and names of three references.

EDGBASTON HIGH SCHOOL, BIRMINGHAM.—Wanted, in September, a MISTRESS to take charge of the Boarding House. (Housekeeping done by a competent matron.) Subjects, Elementary Latin, History. Experienced Graduate preferred. Salary £100 a year, resident.—Apply to the HEAD MISTRESS.

TYPEWRITING.—Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptness and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

MRS. GAULT, Cogry, Doagh, Co. Antrim, Ireland, wants French lady for French conversation for August. Comfortable home in country. Opportunity for speaking English. Near Belfast.

PART TIME MISTRESS wanted in September for Junior work. Church of England. Some training or experience essential.—Apply, giving full particulars and references, Miss JAMESON, High School, Stroud Green, N.

MISTRESS required to teach English, French, Latin, Mathematics to Matriculation Standard. Small private school. Some supervision. Four mistresses. State age, experience. Salary (moderate). Enclose photo, references.—PRINCIPAL, Greycourt, Southport.

WANTED.—RHYL COUNTY SCHOOL.—MASTER for Geography Drawing, Woodwork and Drill. Good disciplinarian. Games. State salary required. Mixed Secondary School.—Apply—HEAD MASTER.

SWEDISH GYMNASTICS, MASSAGE AND REMEDIAL WORK.—Wanted, in September, good ASSISTANT, fully qualified. Dartford certificate preferred. Apply—The HEAD MISTRESS, Girls' High School, Rutland Park, Sheffield.

REQUIRED, in September, in high-class private school, a resident FORM-MISTRESS for girls of average age of 12, to teach usual English Subjects, Arithmetic and Needlework to own Form, and Botany (up to Senior Camb. Local Standard) in higher Forms. Experience essential. Apply SECRETARY—The Ladies' College, Eastbourne.

GLASGOW HIGH SCHOOL FOR GIRLS.—Required, in September next, a MISTRESS, holding the Higher Froebel certificate, able to supervise the Preparatory Department, and the Training Department for Froebel students. Some experience in training students for the Higher Froebel certificate is essential. Initial salary according to qualifications and experience. Applications together with copies of recent testimonials should be marked "Froebel Training Department" and sent not later than July 15th to the CLERK, 129 Bath Street, Glasgow.

KING'S HIGH SCHOOL WARWICK.—Wanted in September SENIOR MATHEMATICAL MISTRESS, experienced and highly qualified tripos preferred. Salary from £120 according to qualifications. Apply, giving full information, to HEAD MISTRESS.

PUDSEY SECONDARY SCHOOL.—Required for September, ASSISTANT MISTRESS, to teach French. Graduate preferred. Residence abroad. Experience in teaching, and knowledge of phonetics essential. Good disciplinarian. Salary £115, rising by £5 (annual) to £135. Applications, stating age, qualification, and experience, to be sent as soon as possible to the Clerk to the Governors, Mr. WM. B. BURNELL Pudsey.

GOVERNESSES required in Schools

In September.—Resident ENGLISH, near London. Advanced English, Mathematics, Needlework, good accompanist. Must know London well. Age about 35. Salary £70.—Resident ENGLISH, in Kent, trained P.N.E.U. English, Nature Study, Drill, Needlework. Age 25 to 28. Salary £40.—Resident FRENCH, Protestant, Conversation, Reading, Needlework, and Supervision. State salary.—For further particulars apply—Miss MABEL HAWTREY, Educational Office, 8 Sackville Street, Piccadilly, W. No booking fee.

STAFFORDSHIRE EDUCATION COMMITTEE.

COUNTY CHEMISTRY MASTER wanted, in September. Salary £200 per annum. University Graduate with special knowledge of Chemistry. Forms of application and further particulars can be obtained from—

GRAHAM BALFOUR, M.A.,
Director of Education,
Stafford.

Applications must be received not later than the 12th July.

MORPETH HIGH SCHOOL

FOR GIRLS.—Wanted, in September:—(1) A MISTRESS for ENGLISH. Degree or equivalent essential. (2) FRENCH MISTRESS. Good conversational French essential. In both cases experience is desirable. Music or Drill useful. Salary according to qualifications. Apply—HEAD MISTRESS.

SCIENCE MISTRESS for September. Botany, Elementary Physics, Geography (modern lines), Games. Degree and experience. £110 to £120, non-resident, according to experience.—HEAD MISTRESS, High School for Girls, Cowbridge, Glamorgan.

CHICHESTER HIGH SCHOOL

FOR GIRLS.—Wanted, September, MISTRESS to teach Science, Mathematics, and help in organization of Games. Degree and training essential. Also MODERN LANGUAGES MISTRESS, residence abroad and experience essential.—Apply HEAD MISTRESS.

CASTLEFORD SECONDARY,

NORMANTON HIGH SCHOOL AND PONTEFRAC HIGH SCHOOL.—A MISTRESS, to teach Cookery, Laundry, and Housewifery, is required in September next for the above Schools. Salary, to include travelling expenses from School to School, £105. Apply, on or before July 10, to Mr. C. T. LIGHTLEY, 77 Carlton Street, Castleford, Yorkshire.

FESTINIOG COUNTY SCHOOL (DUAL).

MISTRESS required in September, to teach all the French and give some assistance in Form Work. Knowledge of German is also desirable. Commencing salary £110.

Applications, stating age, &c., together with not more than three recent testimonials, to be sent to the HEAD MASTER on or before Monday, July 8th, 1912.

COUNTY GRAMMAR SCHOOL

OF KING EDWARD VII, MELTON MOWBRAY.—Wanted, in September, SENIOR MISTRESS, specially qualified to teach French. University degree and good experience essential. Subsidiary subject: History. It will be a recommendation if candidates are able to supervise Games, and to teach Physical Exercises. Salary £150. Apply—HEAD MASTER.

THE GIRLS' SCHOOL

COMPANY, LTD., ST. COLUMBA'S SCHOOL, KILMACOLM (near Glasgow).—Required, in September, GYMNASTICS AND GAMES MISTRESS, to teach Swedish Gymnastics, Dancing, and some elementary English. Salary £60 resident, with extra fees for remedial work. Apply, with copy of testimonials and photograph, to the HEAD MISTRESS.

WANTED, for September, a CLASSICAL MISTRESS who can also teach French by the direct method. Trained and experienced. Initial salary £120. Also a trained KINDERGARTEN MISTRESS with some knowledge of First Form work. Maria Grey student preferred. Experience essential. Initial salary £110. Apply to the HEAD MISTRESS, Simon Langton School for Girls, Canterbury.

WANTED, in September, SCIENCE MISTRESS for Senior Botany, Elementary Chemistry, Physics, and Mathematics. Science degree and successful experience in Secondary Schools essential. Training desirable. £70 to £80, with residence in Hostel. Apply immediately to HEAD MISTRESS of Duchess' School, Alnwick.

BRISTOL EDUCATION COMMITTEE.

ST. GEORGE MUNICIPAL SECONDARY SCHOOL.

Wanted, to commence duties immediately after the Midsummer Vacation, a FORM MISTRESS. Graduate with good qualifications in Mathematics and English Subjects preferred. Good discipline and teaching experience essential.

Salary £100, rising by £5 annually to £130, and then (conditionally) after eight years' service under the Committee, by further increments to a maximum of £150. In calculating the initial salary, credit will be given for half length service in other Secondary Schools.

Forms of application, which must be received here not later than 4th July, may be obtained by sending a stamped addressed foolscap envelope to the undersigned.

WM. AVERY ADAMS,
Secretary for Education.

Guildhall, Bristol, 21st June, 1912.

HEAD MASTER FOR CHRIST'S COLLEGE GRAMMAR SCHOOL, CANTERBURY, NEW ZEALAND.

Applications are invited for the appointment of HEAD MASTER. He must be a University man and a communicant member of the Church of England, not essential to be in orders. Salary £1,000 per annum, house rent free, boarders allowed. For further particulars and application forms, apply to the HIGH COMMISSIONER for NEW ZEALAND, 13 Victoria Street, London, S.W., enclosing stamped and addressed envelope. Applications close 31st July next.

22nd June, 1912.

HOLYWELL COUNTY AND INTERMEDIATE SCHOOL FOR BOYS AND GIRLS.

Wanted, MASTER to take Commercial Subjects (viz., Arithmetic, Geography, Shorthand, Book-keeping, and Typewriting); Drawing and Music (not instrumental) and General Form subjects. Salary £160 per annum. Applications stating experience and particularly mentioning subjects capable of being taught, accompanied by three testimonials, to be delivered to the undersigned not later than July 15th, 1912.

J. KERFOOT-ROBERTS, Solicitor.
Clerk to the Holywell
County School Governors.

WAKEFIELD GIRLS HIGH SCHOOL.—Wanted, next September, experienced ART MISTRESS with good Certificates. Salary £120. Apply—HEAD MISTRESS.

NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

RUTHERFORD COLLEGE BOYS' SECONDARY SCHOOL.

Head Master: J. B. GAUNT, Esq., B.A., B.Sc.
A FORM MASTER, who must be a Graduate in Arts, is required for the above School for September 12th. Salary £120, rising by £7 10s. to £150. Previous experience in recognized Secondary School allowed for according to Committee's scale. All applications to be received by July 10th.

For form of application and scale of salaries send stamped, addressed foolscap envelope to—

SPURLEY HEY,
Education Offices, Secretary,
Northumberland Road, Newcastle-upon-Tyne.
25th June, 1912.

JUNIOR TEACHER required.—

Music, Dancing, Latin. Student Teacher's experience sufficient. Associated Board, and some English Certificate or Elementary Froebel. Particulars—education, references, &c.—with application.—PRINCIPAL, Rudyard Preparatory School, St. Austell.

APPLICATIONS are invited for

the post of SENIOR MISTRESS at the SECONDARY SCHOOL, LEOMINSTER, HEREFORDSHIRE. Subjects: French, English History or English Language. Degree and previous experience in Secondary School essential. Salary £140 to £160 per annum, non-resident. For form of application apply, sending stamped addressed foolscap envelope, to the HEAD MASTER.

CHAPEL ALLERTON GIRLS' HIGH SCHOOL, LEEDS.

—Wanted, in September, ASSISTANT MISTRESS, to teach Mathematics and organize Games. Subsidiary subjects, English, History or Latin. Experience essential. Salary according to qualifications. Apply, stating age, education, and full particulars, to the HEAD MISTRESS.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH AND GENERAL VACANCIES.

Experienced Head English Mistress for first-class School in London. English and Literature chief subjects. Church of England. Salary £70 resident.—No. 599.

Oxford, Cambridge, or London Graduate for important High School. Classics, Mathematics, and English. £65 resident.—No. 596.

Assistant Mistress for High School, to take Latin and Mathematics, also good French. Salary £105 to £115 non-resident.—No. 589.

Experienced Mistress for English, Literature, History, Arithmetic, and some Mathematics. Degree not necessary but desirable. First-class School near London. Salary £60 to £70 resident.—No. 573.

Well-qualified English Mistress for first-class School on South Coast. English, Geography, Arithmetic. Fair salary resident.—No. 571.

Mistress for School in North of England, to take Latin and Mathematics. Graduate preferred. Fair salary resident.—No. 569.

Two Mistresses to take between them the following: Mathematics, Botany, Modern Geography, English, Needlework, Games, and Swedish Drill. Salaries respectively £100 (or more) non-resident. County School.—No. 563.

Senior Assistant Mistress for Public High School. Secondary School experience necessary. Degree (or equivalent) essential. £120 non-resident.—No. 553.

Assistant Mistress for County School. Chief subjects: History and Needlework. Commencing salary £100 non-resident.—No. 551.

Canada.—Senior Mistress for important School, to take English, German, and French. Church of England. £110 resident, and residence during holidays. Passage paid.—No. 543.

Assistant Mistress for Public School, for History and Latin. £100 non-resident.—No. 540.

Mistress for Public High School. Chief subjects: English and Literature. Honours degree if possible. £100 to £120 non-resident.—No. 537.

Assistant Mistress for first-class School near London. Mathematics, English Literature, and Games. £60 resident or £100 non-resident.—No. 519.

Mathematical and English Mistress for High School near London. Some German, French, and Geography. Salary up to £65 resident.—No. 513.

Lecturer to teach Mathematics and Geography on modern lines and to superintend work of students in general subjects. Graduate essential. Salary £150 non-resident.—No. 475.

Constantinople.—House Mistress for important School. Experience essential. £60 resident and expenses to Constantinople.—No. 449.

Australia.—Mistress to take some of the following: Shorthand, Typewriting, Book-keeping, Gymnastics, Drill, Music, Class Singing. Salary from £70 to £100 resident, according to subjects taken. Passage paid.—No. 434.

Assistant Mistress for first-class School, to take German, Geography, and to assist with some other subjects. Salary £50 to £60 resident.—No. 417.

Constantinople.—Second Third-Form Mistress for important School. Usual Form work. Salary £60 resident. Expenses paid.—No. 585.

Two Roman Catholic Mistresses for School near London. Must be Graduates. History with one and Geography with the other. Salaries respectively £60 to £65 resident.—Nos. 511 and 512.

Assistant Mistress who should have taken Degree or Inter. Arts Examination, for Classics and Mathematics. Fair salary resident.—No. 496.

Assistant Mistress for School near London (seaside), to take Mathematics, Literature, and junior Latin. Fair salary, about £50 or £60 resident.—No. 469.

Graduate for School in the North, to take Mathematics, Modern Geography, and some Science. £50 resident.—No. 592.

English Class Mistress for London School. Geography, Literature, Hygiene, Physiology. £80 non-resident or £50 resident.—No. 574.

Head English Teacher for School in North of England. Good general subjects looked for. £50 resident.—No. 566.

Mistress for Seaside School, to take Mathematics, some Science, Geography, History, and Latin. £50 resident.—No. 564.

Mistress to take English, Mathematics, and French. Good Certificates necessary. Church of England. £50 resident.—No. 562.

Graduate to take Latin, Mathematics, English, Literature, Geography, and History. Church of England. £50 resident.—No. 550.

Head Teacher for English, Ablett's Drawing, French, and German. £50 resident.—No. 548.

Well-qualified English Mistress for School in the North. General English with some other subject or subjects. £50 resident.—No. 514.

Also ten other Form Mistresses for usual subjects. Salaries respectively £50 resident.

MATHEMATICAL AND SCIENCE VACANCIES.

Mistress mainly for Mathematics and to organize Games. Subsidiary subjects: History and English or Latin. Public High School. Good salary to suitable candidate, non-resident.—No. 602.

Assistant Science Mistress for Training College. Nature Study, Botany, Hygiene, Church of England. Graduate in Science preferred. £80 resident.—No. 567.

Mistress for High School for Mathematics and Science (Chemistry and Physics), and to assist with work of Form IV. Salary about £70 resident, or about £94 non-resident.—No. 498.

Mathematics, Science, Geography. Graduate preferred. Salary £50 resident.—No. 576.

Mathematics and Science. for First and Second year's course under Department of Technical Education in Ireland. Graduate looked for. £50 resident.—No. 523.

Junior Mathematical Mistress for Public School. Degree necessary. Other subjects desirable. £50 resident.—No. 477.

Mathematical Mistress for School in Ireland. Wanted in August. Salary £45 resident.—No. 490.

MODERN LANGUAGE VACANCIES.

Graduate of Oxford, Cambridge, London (by preference), or one having acquired German in Germany some years, to take German and some other work. Salary £60 to £65 resident.—No. 597. Important School.

French Specialist for Girls' Grammar School. Some other work. £65 to £75 resident.—No. 590.

Mistress to take French as special subject and Botany. First class Day School. 160 Pupils. £60 resident.—No. 588.

Mistress for first-rate French for Public High School. Salary £100 to £120 non-resident.—No. 538.

Assistant Mistress for Public School near London, to teach French on modern lines. Also to take some other subjects. £65 resident.—No. 473.

Also French and German Mistresses required for good Schools at fair salaries, resident.

MUSIC VACANCIES.

Music Teacher for School in the North. Piano, Theory, Harmony, Solo and Class Singing. £50 resident.—No. 545.

Music Mistress (good Performer), for first-class School in London. Church of England. L.R.A.M. necessary. £40 to £50 (about) resident.—No. 600.

Music Mistress for high-class School on South Coast. Piano, Theory, Harmony, some Violin, Class Singing. £45 resident.—No. 580.

Senior Music Mistress for School in North of England. Piano and Violin or Singing, also Theory and Harmony. £50 resident.—No. 470.

TECHNICAL VACANCIES.

Cookery, Laundry Work, and Housewifery. Church of England. £50 resident.—No. 607.

Cookery, Laundry Work, Housewifery, &c. Church of England. School in well known health resort. £50 resident.—No. 586.

Cookery, Laundry Work, and Housewifery. Dressmaking desirable. Teachers' Diploma necessary. £50 resident.—No. 579.

PHYSICAL MISTRESS-SHIPS.

Swedish Gymnastics, Games, and Dancing. Must be trained Teacher. £100 to £110 non-resident.—No. 603.

Gymnastic Teacher for School on South Coast. Gymnastics, Drill, Games, Swimming. £45 resident.—No. 582.

Physical Mistress for Gymnastics, Games, Dancing, &c. Fair salary, resident. Good School at well known health resort.—No. 575.

Drill and Games Mistress for first-class School on South Coast. Also to assist in elementary work. Salary about £45 to £50 resident.—No. 572.

Dancing Specialist for large School. One trained by Mme Wordsworth preferred. Fair salary, resident.—No. 565.

Games Mistress for first-class School near London. One able to assist with some other work preferred. Salary about £50 to £60 resident.—No. 535.

350 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

60 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications, &c., should be stated.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 443 for brief particulars of some of the Schools **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**
Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7921 CERRARD

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

REQUIRED for the GOVERNMENT GIRLS' HIGH SCHOOL, QUEENSTOWN, Cape Colony, an Assistant Mistress to take BOTANY, some Chemistry and Nature Study, also Geography. Degree (or Oxford or Cambridge equivalent), training and experience essential. Salary £180, of which £40 is deducted for board and residence in the school boarding house. Passage out paid on a three years' Agreement. Apply, giving full particulars, age, education, experience, etc., to Miss GRUNER, 59 Cambridge Street, Hyde Park, W. A.U.W.T. Members are specially invited to apply.

WANTED, STUDENT, to train under first-class Kindergarten Mistress for N.F.U. Certificates. Small premium. Address—No. 9,286.*

WANTED, in a high class GIRLS' SCHOOL, high standard, a MISTRESS to take good Mathematics and Elementary Science. Mutual terms or small salary, as 12 hours a week is only needed. No supervision, and ample time for studies. Suitable for lady who has Inter. Science, and wishes to work for Degree. Technical schools close by, where studies could be continued. University within 12 miles. Address No. 9,369.*

WANTED, for September, Resident MISTRESS to take charge of small Preparatory Class in Boys' Grammar School. Apply, stating salary required, to Address—No. 9,370.*

TESTIMONIALS PRINTED.

	10 copies.	20 copies.	50 copies.
Under 150 words	1/9	2/3	2/9
150 to 200 words	2/0	2/6	3/0
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PROMPT AND ACCURATE WORK.

KING, 45, BEDFORD ROW, LONDON, W.C.

REQUIRED, MUSIC MISTRESS, I.R.A.M. Paper work, Violin, Singing, Junior Mistress or Student part time. 2 Students Music, Matric. or Higher Local. 3 Housewifery Students. Large School. Churchwomen desired. Address—No. 9,372.*

REQUIRED, for September, ENGLISH MISTRESS in small high-class Private School in Surrey. Churchwoman, certificated, with some experience. To prepare for Oxford Local Examinations. Usual English subjects, some Mathematics, French translation. Nature Study, possibly Drill. Salary £45. Age 25 to 30. Address—No. 9,375.*

GAMES and GYMNASTICS MISTRESS wanted in high-class Boarding School. Resident. Salary £80 to £120. Address—No. 9,377.*

WANTED, in September, for BOROUGH ROAD COLLEGE, ISLEWORTH, a TUTOR, resident, for Singing and Instrumental Music. Also an ASSISTANT MASTER OF METHOD. Apply—PRINCIPAL.

SCARBOROUGH MUNICIPAL SCHOOL.—Wanted, in September, FORM MASTER, to take English and Elementary Mathematics. Degree preferred. Salary from £120, according to qualifications and training. Apply—HEAD MASTER, Municipal School, Scarborough.

STUDENT GOVERNESS required in September, to help with Juniors two hours a day. Preparation for Matriculation or Froebel Examinations. Address—PRINCIPALS, Cranford House, Westbury-on-Trym, Bristol.

KINDERGARTEN MISTRESS (temporary) required in September. Apply—HEAD MISTRESS, High School for Girls, Nottingham.

PORTSMOUTH HIGH SCHOOL, G.P.D.S.T.—Wanted, September, MISTRESS for History for Higher Local Classics. Honours degree or equivalent; experience or training. Only suitable applications acknowledged. Apply before July 10—HEAD MISTRESS.

OXFORD CITY TECHNICAL SCHOOL.

SCHOOL OF ART.

Wanted, for the opening of next session, September 23rd, 1912, a young ART TEACHER of either sex, holding at least the A.C.T. Certificate, and prepared to devote time at the rate of not more than 6 hours per day to Art Teaching.

The appointed candidate will be expected to work for and obtain in due course the Art Masters' Certificate.

Salary £80 per annum, rising by increments of £5 to £120.

Forms of application, which can be obtained from the undersigned, must be returned before July 15th.

A. F. KERRY, M.A.,
City Technical School, Secretary and Head Master.
Oxford.

ALDERSHOT AND COUNTY SECONDARY SCHOOL.

ASSISTANT MISTRESS (Graduate) required in September to take charge of girls. State if experience in Mixed Schools. French, English subjects. Music. Salary £140. Application form to be had on receipt of stamped addressed foolscap envelope from and returned before 13th July to DIRECTOR OF EDUCATION, The Castle, Winchester.

ASSISTANT MISTRESS required. Certificated, English Literature, History, Geography, Mathematics to Cambridge Higher Local. £50.—HOOPER'S, 13 Regent Street, London. Many vacancies. Good Schools. No booking fees. Stamp Established 1881.

RESIDENT MISTRESS required for a Private Boarding School. Subjects: French (acquired abroad), German, some English. Age about 25. Apply—Miss STAINER, The Leas, Llanishen, near Cardiff.

MUSIC MISTRESS required, L.R.A.M. (Piano, Violin). £50.—HOOPER'S, 13 Regent Street, London. Many School vacancies. HEAD, ENGLISH, LANGUAGES, ART, KINDERGARTEN. STUDENT MISTRESSES also required (abroad and England). Apply early.

WANTED, for next term, in Girls' Boarding School of highest class, ASSISTANT to Principal. Must have knowledge of Secretarial work and be able to assist Principal in management of household. Apply, sending particulars of qualifications and experience and copies of testimonials, to Address—No. 9,380.*

WANTED, in September, in first-class Boarding School for Girls, (1) HOUSE-KEEPER, (2) MATRON who is a good needlewoman. Both must have had training and experience in good School. Age from 30 to 35. Church of England. Apply, with full particulars and copies of testimonials, to Address—No. 9,381.*

REQUIRED, in September, in high-class Boarding School, (1) Resident FORM MISTRESS. Special subjects: Mathematics and Botany. (2) Resident GYMNASTIC AND GAMES MISTRESS. Church of England. Send full particulars and copies of testimonials to Address—No. 9,382.*

RESIDENT ENGLISH MISTRESS wanted in good Private School. Must have had some experience. B.A. or equivalent. Essential subjects: Mathematics and Latin; Botany would be advantageous. Apply, stating fully, age, salary, experience, and references. Address—No. 9,384.*

CENTRAL FOUNDATION SCHOOL, SPITAL SQUARE, LONDON.—Wanted, in September, ASSISTANT SCIENCE MISTRESS. Subjects: Chemistry, Physics, Botany, Home Economics. Secondary experience and Degree essential. Salary, L.C.C. Scale, £120 to £220; initial salary according to experience. All applications to be made on printed form. Send stamped and addressed envelope to HEAD MISTRESS for form and particulars.

REQUIRED, in September, non-resident MISTRESS for Public Secondary School. French and Elementary German. Degree and experience. Initial salary £120 to £130, rising to £170. Apply at once to Address—No. 9,396.*

VACANCY, next term, in large Girls' Boarding School for Student wishing to prepare for Cambridge Higher Local Examination or London Degree, or Froebel Examinations. Premium. Address—No. 9,403.*

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.

KNARESBOROUGH RURAL SECONDARY SCHOOL (DUAL).

Owing to the resignation of the present Head Master on appointment to an Inspectorship under the Board of Education, applications are invited for the HEAD MASTERSHIP, the duties to begin in September next. The School has been established for four years, and provides a Course of general instruction specially suited to the needs of boys and girls in Rural Districts: it is aided by the Board of Education by a special grant in view of the educational experiment which the curriculum constitutes.

Commencing salary £300 per annum (with residence). The Head Master's House has accommodation for Boarders (boys), of whom there are 9 at present. Applicants must be graduates and should have experience in Secondary School teaching and organization. Sympathy with rural interests is particularly desired.

Applications should be made on Forms to be obtained from the EDUCATION DEPARTMENT (Secondary Branch), County Hall, Wakefield, and to be returned, with copies of not less than three recent testimonials, to reach the County Hall not later than 9 a.m. on Monday, July 15th, 1912.

Canvassing will be a disqualification.

BIRKENHEAD EDUCATION COMMITTEE.

COUNCIL GIRLS' SECONDARY SCHOOL.

Head Mistress: Miss M. KENNEDY, M.A.

Wanted, in September next, an experienced ENGLISH SPECIALIST MISTRESS with an Honours Degree in English. Salary £110 to £140, according to qualifications and experience. Forms of application, which should be returned immediately, may be had from the SECRETARY. Further particulars may be obtained from the HEAD MISTRESS.

Canvassing will be considered a disqualification.
ROBERT T. JONES,
Education Department, Secretary.
Town Hall, Birkenhead.

June, 1912.

HARROGATE MUNICIPAL SECONDARY DAY SCHOOL (DUAL).

Wanted, on September 9th, 1912, a fully qualified SENIOR MISTRESS. University Degree with special qualifications in English, and good experience indispensable. Salary £150 per annum, with prospects of increase.

Applications, stating age, qualifications, and experience, and accompanied by three recent testimonials, must reach the undersigned not later than the 19th July, 1912.

J. TURNER TAYLOR,
Clerk to the Governors.

Education Office, Harrogate.

WANTED, GOVERNESS STUDENT in good School. Exceptionally good preparation for L.R.A.M. (Piano) or London Matriculation given. Address—No. 9,383.*

LADY MATRON, fully trained Nurse, wanted in September for large high-class Public Boarding School for Girls. Address—No. 9,397.*

HIGH SCHOOL, COLLEGE ROAD, HARROW, MIDDLESEX.—Wanted, September, STUDENT MISTRESS, not under 17. Some Latin and Music desirable. Write fully—HEAD MISTRESS.

EXETER MODERN SCHOOL.—Wanted, in September, a HISTORY SPECIALIST. Honours degree and experience essential. Apply at once, with testimonials and full details, to the HEAD MISTRESS.

CHANNING HOUSE SCHOOL, HIGGGATE, LONDON, N.—Wanted, in September, resident MATHEMATICAL MISTRESS. Salary £55 with laundry. Unitarian essential. Please mention this in application. State also age, qualifications, experience, and any subsidiary subjects offered. Apply, by letter, to the HEAD MISTRESS.

TOO LATE FOR CLASSIFICATION.

HOCKEY GROUND to let in October. Tuesdays, Thursdays, and Saturdays. In Bishop's Avenue, near East Finchley Station, G.N.R. Apply—HEAD MISTRESS, Channing House, Higggate, N.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,

SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for the Autumn Term should apply *without delay* to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention. The following are selected from a large number of SEPTEMBER VACANCIES, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

Assistant Mistress for important high-class Boarding School in Home Counties, to teach advanced English, Literature, and Latin. Oxford Honours Schools or equivalent; experience and Churchwoman. Games a recommendation. Res. £70 to £100.—A 30993.

Head Mistress of Junior Department of Public School in Canada. Good qualifications and experience, good disciplinarian and organizer. Evangelical Churchwoman. Res. £130 to £150 and passage.—A 31135.

English Mistress for Church of England Boarding and Day School in Canada, to teach general English subjects. Higher Local or equivalent and experience essential. Res. £75 to £80 and passage.—A 31157.

Assistant Mistress with good Degree and some Boarding School experience to act as Head of Boarding House attached to an important High School in the Midlands. Res. £100 to £120.—A 30934.

English Mistress for Public Secondary School in the Eastern Counties, to teach English and Scripture to the Highest Forms. Mathematics a recommendation. Degree or equivalent; experience. Res. £80.—A 31579.

Senior Assistant Mistress for Public Secondary School, to teach French and English History. Degree and good experience essential. Non-res. £140 increasing.—A 31453.

Assistant Mistress for Secondary School in the West Indies, to teach Latin, English, and French. Degree or equivalent, or good Higher Local Honours. Experience. Non-res. £120 to £130 with furnished rooms and passage.—A 31378.

Fourth Form Mistress for Private Boarding School on the South Coast, to teach Arithmetic, Botany, and Geography to Matriculation standard, with elementary Mathematics. Experience. Churchwoman. Res. £50 to £60.—A 31589.

Assistant Mistress with good Geography and English for mixed Secondary School in Midlands. Degree or equivalent. Games. Non-res. £100-£120.—A 31933.

History Mistress for Church High School in North of England to teach History, with Geography. Degree or other good qualifications. Churchwoman. Non-res. £105-£110.—A 31941.

Assistant Mistress to teach English Literature and Classics in important London High School. Churchwoman. Oxford or Cambridge Honours woman preferred. Non-res. from £100.—A 32124.

Assistant Mistress for important High School in the Midlands to teach Literature and German, with Latin. Degree, Churchwoman, and experience. Non-res. £110.—A 32122.

Senior Mistress for school in Vancouver to teach English, German, and French, and assist in organization. Churchwoman. Res. £100-£110 and passage.—A 31910.

Second English Mistress for high-class Boarding School on South Coast, to teach general English subjects, with Arithmetic. High-class Boarding School experience and Churchwoman essential. Res. £50-£60.—A 31566.

Assistant Mistress for Public Boarding School on South Coast to teach English subjects, with some Mathematics. Degree and Boarding School experience desirable. Churchwoman. Res. £60-£70 or more.—A 32007.

CLASSICAL MISTRESSES.

Assistant Mistress for Church of England Public Boarding School on the South Coast, to teach Classics and Mathematics. Degree or other good qualifications and experience and Churchwoman essential. Res. up to £75 or more.—A 30990.

Classical Mistress for high-class Private School in West of England. Oxford or Cambridge Honours woman with experience essential. Res. £80.—A 32074.

MATHEMATICAL AND SCIENCE MISTRESSES.

Mathematical Mistress for high-class Boarding School in the Home Counties. Mathematical Tripos or equivalent, experience, and Churchwoman. Able to play games. Res. £70 to £100.—A 30992.

Assistant Mistress for high-class Boarding School in the Midlands, to teach Botany for Matriculation, Modern Geography, with some Chemistry and Physics. Good qualifications and experience essential; Churchwoman. Res. £70 to £80.—A 31097.

Assistant Mistress for Public Secondary School in South Africa, to teach Botany to Matriculation standard, Junior Latin, English Grammar, and Scripture. Nonconformist and good experience essential. Res. £110-£120 and passage.—A 30510.

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ASSOCIATION OF HEAD MISTRESSES.

THE thirty-eighth Annual Conference was held at St. Paul's Girls' School, Hammersmith, on Friday and Saturday, June 14 and 15, by the invitation of Miss F. R. Gray, the Head Mistress. The President, Miss DOUGLAS, was in the chair.

The SECRETARY announced the election of the following members to serve on the Executive Committee until 1916:—Miss M. F. Holland (Graham Street), Miss Clement (Godolphin and Latimer), Miss Limebeer (Wallasey), Miss Shekleton (Redland, Bristol), Miss Macrae (Mansfield).

After the transaction of private business, the PRESIDENT delivered her address on Training.

At a time when education is receiving more serious attention than ever it did before, it behoved the teaching profession to prove to the outside public that they had grasped the problems to be solved and were leaders who might be trusted. No subject was of more pressing importance, and on none was there greater diversity of views than the training of teachers. Training was still in the experimental stage, and she trusted that the door would be left open for experiments of all kinds. The one thing she deprecated was indifference to the subject, a charge to which many head masters and mistresses were still open. To begin with school life. Up to the age of fifteen a girl was trained not for any special vocation, but with the thought that she may one day become a wife and a mother; and many of precisely the same qualities were wanted for a teacher as for a mother. Both needed to be trained in home and social duties as well as in purely intellectual studies, and there was abundant testimony from wives and mothers to refute the charge brought against spinster teachers of neglecting this side of their duty. Her experience showed that young teachers rarely failed from ignorance of the subjects they professed to teach, but more often from some fault of character, temper, manner, or manners. Some were lacking in voice training; others, with high degrees, could not write good English. A sarcastic manner was the most blighting of all faults. The personality of the teacher might cover a multitude of sins, but there was no personality so strong that it could not be fortified and corrected by early training. Most important were wide interests and open-eyed wonder. The school must not be a house of business or a factory, but it should be a wonderland, where children enter by one gate to learn, to work, to wonder, and to worship, and leave by another, carrying with them strenuous wills, eyes full of reverent admiration, and hearts tender and eager to enter the senior ranks of service to God and to man.

The next business was the adoption of reports of committees.

Miss WHITEHEAD moved:

"That every effort should be made by individual members of the Association to take mistresses on their staffs who have had experience overseas."

She urged that not only the Colonies, but England, would profit by a free interchange of mistresses. Teachers in the Colonies were brought face to face with the elementary problems of life, and would return to England with both varied experience and a wider outlook. It was not right that they should feel in taking work abroad that they were sacrificing their professional prospects in England.

Miss AITKEN (Girls' High School, Pretoria) seconded, and the resolution was carried unanimously.

Miss BENTON pointed out the good work done by the Colonial Intelligence League, and the many good openings for women in Canada.

Miss WALKER expressed the hope that the State aid promised by the Chancellor of the Exchequer to a Secondary Teachers' Pension Scheme might be extended to all approved secondary schools.

The Consultative Committee's Report on Examinations.

Miss GADESSEN proposed a resolution endorsing the report and quoting the summary conclusion: "The time has come not for their abandonment (for nothing can supply their place) but for the curtailment of their numbers and for the correction of their results, &c." The resolution was drafted so as to provoke discussion, not as pronouncing a dogmatic opinion on examinations. She held herself that examinations must continue, quite apart from their obvious academic value, but as a safeguard against "sloppiness" in education and as a test of intellectual grip; but she wished to see all public, preliminary, and junior examinations for boys and girls under fifteen abolished. Secondly, the number of examinations must be curtailed. The report told of one school where twelve different examinations were prepared for in three forms.

The Oxford Senior Certificate, which was the easiest way of entrance to the Universities and to some of the professions, could be gained by passing in five subjects, but there was no set of five subjects accepted by all the exempting bodies. To test the work of a school, examination and inspection must be combined. She asked leave to add a rider approving the Consultative Committee's suggestion for the summoning of a Conference of representatives of the various examining authorities with a view to the reduction of the number of examinations.

Miss H. L. POWELL seconded.

Miss BURSTALL desired to omit the words "for nothing can supply their place." They should look forward to a time when the school record of a registered and duly inspected school should take their place. On the proposed conference, associations of teachers as well as examining bodies should be represented.

Miss GADESSEN accepted both the amendments.

Mrs. BRYANT urged that idealism should not be carried to extremes. She should be loath to see established in England the German system of granting certificates awarded by the teachers and an Inspector under State control. It was a despotism for the pupils.

The resolution, as amended, was then put and carried.

Training of Teachers.

Miss BURSTALL moved the following resolution:—

"That this Conference reaffirms the opinion expressed at previous Conferences, that, in the interests of the teaching profession and as tending to the efficiency of school work, it is desirable that teachers should undergo a course of professional training after their academic course. The Conference, while expressing its appreciation of the value of the work of pioneers in the past, and of the training of many kinds now being given, recognizes that no one type or method of training is suitable for all teachers alike. It therefore welcomes further variations and developments to meet the new needs of the new conditions of secondary education."

In bringing it forward the Association desired to elicit an instruction to their representatives on the Registration Council. It was a compromise between the views of the extreme right and the extreme left—those who deemed training the one thing needful and those who looked on training as a somewhat questionable *parergon*. Clause I reaffirmed this belief in training as essential to a learned profession. Clause II deprecated the standardization of any one of the existing types or methods of training. The only thing on which she would insist was that whatever form training took it must stand in some definite relation to a University.

Miss M. G. YOUNG seconded. The Joint Committee on Training was awaiting a resolution of their Association confirming those passed by the Conference and by the Association of Head Masters. Convinced as she was by her own experience of the value of training, she was not at present prepared to enforce it on all teachers. Some head mistresses were prepared to undertake the work of training themselves, but they were already too fully occupied to add this to their other duties. Much of the adverse criticism she heard was based on the fallacy that a year's training produced a "trained teacher." A year's practical experience of teaching might seem to give better results, but a comparison of the trained and the untrained at the end of five years would lead to a different conclusion.

Miss RHYNS said that one reason for the low esteem in which training was held was the low calibre of those who took the training course. Training colleges, no doubt by reason of their poverty, did not act as a sieve and reject those who obviously had not in them the making of a teacher.

Miss WOOD (Burnley) emphasized the necessity of training secondary teachers on secondary lines. The elementary training colleges had definitely set to work to train students for the lower work of secondary schools, and the new type of county schools often appointed the best of such students who had obtained degrees at provincial Universities, but who had had no experience of teaching in any but an elementary school.

Miss LEAHY confessed herself a heretic. The personality of the teacher was everything, and no amount of training could supply its lack.

Miss PHILLIPS (Clifton) pressed the importance of the theoretical side. The morning might be devoted to study and the afternoon to practice. The student should have the actual management of a class under the supervision of the head mistress.

Miss POWELL (Newcastle) pointed out the danger of expecting too much. If a year's training were made obligatory, few would be able to afford a full college course. They must make up their minds whether they preferred mistresses with something to impart or those knowing how to impart it. Training would be more valuable after a year of teaching.

Mrs. O'BRIEN HARRIS (Hackney) believed in training, but did not think it essential. Untrained as well as trained teachers were needed in their schools. She would like to add to the resolution, "and, if possible, after a certain definite time of responsible teaching."

Miss RIGG held that the problem had not yet been solved. Variety of method should be encouraged, and any attempt to stereotype be fought against. The training colleges were endeavouring to give students more responsibility, and undoubtedly the best students were those who had had practice in teaching, but it was hardly fair to children to make them the *corpus vile*. Years ago Dr. Abbott had confessed to her father his grief at the thought of the harm he had done to children in his prentice days while he was learning his business.

Miss STEELE (Grey Coat Hospital) defended the training colleges against Miss Leahy's strictures. They could not at present afford to reject at starting unpromising students and made the best of them. So convinced were the governors of the new secondary schools of the benefits of training that they were appointing girls from the elementary training colleges in preference to untrained graduates.

Miss BRAMWELL (Eltham) wished to emphasize the word "professional." Teaching was not a mere craft that could be learnt by doing. There must be thought behind the practice. A professional body should not commend training because it paid, but because it was essential. The resolution would have been appropriate twenty years ago, but now it seemed to her only to mark time. She appealed to her fellow members to pledge themselves not to take untrained teachers if they could get trained ones.

Miss BURSTALL replied briefly. The resolution was then put (with "take" substituted for "undergo") and carried, with six dissentients.

A New Scheme of Training.

Miss F. R. GRAY invited the Conference to sanction as an alternative to a training college a scheme that she had drawn up at the request of the Sub-Committee. She had hoped that it would be one of several, but she found to her dismay that hers was the only one submitted. The scheme, which had been circulated as a supplementary Agenda Paper, is confined to graduates of any University in the United Kingdom. Any such may serve for two years in an approved school as a "teacher in training." An approved school is one in which at least half of the staff are graduates, and the Head Mistress must guarantee an adequate amount of efficient supervision and facilities for attending lessons. Salary to cover the cost of living. In addition, the teacher in training is required to write a thesis on a subject approved by a University examiner. The thesis must give proof of personal observation of the candidate's pupils.

Miss GRAY contrasted the present conditions with those that obtained when she was a Newnham student. Women's colleges were then in their infancy, and intending teachers who had taken the Higher Local were rarely public-school girls. No wonder that the clever student who found it easy to floor the examiners in the Mathematical Tripos was herself easily floored by a score of young geometers in a lively Fourth Form. Now the intending teacher had, as a rule, been to a high school and heard the best teaching that could be given. Example was better than precept, and she was not afraid to say that the woman who started with the methods she had unconsciously picked up in her school days would prove a more original and therefore a more stimulating teacher than the woman who had learnt her methods in the lecture room. In her experience most lectures were a sheer waste of time. The same argument applied with even more force to discipline. The teacher in training would learn the whole life of a school, in the playground as well as in the classroom, in the lowest and highest forms and in the common room. She would be guided, directed, and tested, beginning as a *répétiteur*, and if successful would end by taking three-fourths of a full mistress's work. And the tenderest hearted head mistress might be trusted (unlike the training colleges) to reject the failures. Lastly, the thesis would provide a goal to give direction to the probationer's reading and observation.

Miss GAVIN seconded. There need be no fear that the scheme if adopted would undersell the training colleges. It could only cater for the few, and the colleges could not exist without numbers. The scheme was an improvement on that drawn up by six G.P.D.S. head Mistresses in that it gave two years of school training for one, and substituted a thesis for a University examination. The colleges began at the wrong end. Discipline was the essential thing for a teacher, and psychology might come later.

Mrs. BRYANT much preferred the London scheme, which insisted that the student in training must be in touch with the University teaching on the subject. In Miss Gray's approved school there was no security that the staff would be qualified in the matter of teacher-ship. There was the further danger that governing bodies would substitute teachers in training for full mistresses to save expense.

Miss FAITHFULL hoped the Conference would not endorse the scheme without full consideration. Clause 1 not only superseded the training college, but it offered no security that the trainers in school knew their business. The attack on training colleges was not warranted by facts. The average number in a secondary training college was twenty, and most of them had schools attached which offered ample opportunity for practice under proper supervision. The value of a University degree for a teacher was overestimated.

Miss ROBERTSON (Christ's Hospital) said that the scheme would train specialists only, and those of the narrowest type. The student teacher would emerge knowing only one school and how to teach only one subject. She herself had felt the value of her training the moment she began to teach, and she felt it increasingly every day.

Miss F. GADSDEN believed in training students in school and in small numbers, but she felt that the scheme was defective in respect of theory, and needed amendment. She proposed that it be referred back to the Committee and brought up at the next Conference. Miss Gray and Miss Gavin consented, and the proposal was adopted, with one dissentient.

The Teachers' Register.

Mrs. BRYANT proposed four resolutions, all dealing with qualifications for admission to the Register. It was agreed to take these separately, and they were all carried with amendments, mostly verbal.

i. "That the standard of attainment required be (1) for secondary school teachers (as amended, teachers engaged in secondary teaching of literary or scientific type) that of a University degree or its equivalent; (2) for each other section of the teaching profession the appropriate qualification most nearly corresponding to this in the judgment of the Registration Council. Specialists for teaching in the junior classes of secondary schools or in preparatory schools should be dealt with in one of these sections."

ii. "That training of some kind should be required: its character, duration, and conditions to be approved either by the Registration Council itself or otherwise, as it may determine."

iii. "That sufficient educational experience be required: its character and duration to be decided by the Registration Council."

iv. "That the Association is in favour of a provision by which, with or without further conditions as the Registration Council may see fit, admission to the Register during a period of two or three years be granted to all teachers who have served for not less than five years in schools on the list of schools recognized by the Board of Education; that steps be taken to make this list complete as soon as possible, and that some similar procedure should, if possible, be adopted with respect to private schools of approved efficiency."

"Five years" was substituted for "two" in the original resolution, and the last clause but one was amended to meet objections taken to "such public schools for boys and girls as are not at present included in the list," both as ambiguous and invidious if a privileged status was claimed for schools like Harrow and Eton.

Mrs. BRYANT explained that Clause 1 required for all an adequate test of intellectual ability, but it was obviously impossible to demand of the kindergarten teacher, still more of the gymnastic mistress, a University degree. It was not necessary for everyone who taught in a school to be on the Register, and she had reason to believe that in insisting on a high intellectual standard they would be supported by the N.U.T. Private schools presented a special, but not insuperable, difficulty. Few measures were more needed than the regulation of private schools, and she would welcome an Act prohibiting any school that did not satisfy the Education Authority. In the Colony of Victoria they had begun in 1902 to organize secondary education by instituting a Register, and the public and private schools there were now in line with each other.

Mixed Schools.

A resolution, the wording of which was much debated, was finally carried in the following form:—

"That this Conference views with anxiety the increase of mixed secondary schools under the management of a head Master with a Mistress as assistant. In country places where separate schools for boys and girls are for financial reasons impossible, this Conference is strongly of opinion that it is of great importance that the chief assistant mistress should have a more clearly defined status than at present."

Miss ROBERTSON, who introduced the subject, stated that there were now in England and Wales 202 such schools, and that they were increasing in number. It appeared to be the general view of

the Committee that during secondary-school life separate schools for boys and girls were preferable. There was much evidence to show that the position of the head assistant mistress in relation to the head Master, the rest of the staff, and the governing body was not satisfactory. She had no voice in deciding or modifying the curriculum for girls, and their health often suffered in consequence.

In the debate that followed it was remarkable that not a voice was raised in favour of mixed schools, and that no one advocated a dual rule with parity of powers. Only one speaker (Miss Escott, Sheffield High School) asked why it should be taken for granted that the head of a mixed school should necessarily be a man, and no one took up the challenge.

Miss FAITHFULL proposed:

French Polish.

"That the tendency to curtail or interrupt the general English education of a girl before the age of eighteen, in order to send her abroad to acquire a conversational knowledge of modern languages, is injurious to her character and mental development, and should be discouraged."

She said that the custom referred to in the resolution was the fashion in some schools, and it would soon become the fashion in all schools. The objections were that the girl left school at sixteen and a-half to seventeen, at the very moment when she was of most use to the school and the school to her, and when she was awakening to a keen interest in work for its own sake; the head girls were needed as a power in the school. Girls were often sent to a place quite casually chosen, and did not go to a school. Discipline was removed at a time when supervision and guidance were most needed. The girl was her own mistress, and returned not even with the knowledge of French or German, music or art, which she had been sent to acquire, and with nothing but a veneer of foreign manners and acquaintance with the latest style of French hair-dressing. Six months was too short a time to be of any good. She asked the Conference to express a strong opinion, in order to strengthen the hands of head mistresses who suffered from this fashion.

Miss BENTINCK-SMITH seconded. The point was that the parents were acting under the mistaken impression that they were providing their children with what, in the eighteenth century, was called "The Grand Tour," only it was limited to six months in Paris or Dresden. An exchange of pupils, by which girls would get several years in a foreign school, would be much wiser.

The resolution was carried.

Spelling Reform.

Miss GAVIN introduced the subject of Spelling Reform and proposed:

"That this Conference is of opinion that a reform of English spelling is desirable on educational and Imperial grounds."

This was seconded by Miss WALKER, but, owing to lack of time, was neither debated nor put to the meeting.

Vote of Thanks to the Hostess and her Staff.

Miss DAY (Grey Coat) proposed, and Miss HAIG BROWN seconded, a vote of thanks to the hostess and her staff.

This was carried by acclamation and responded to by Miss F. R. GRAY.

The Conference then terminated.

PROF. GILBERT MURRAY AND AMERICA. AN INTERVIEW.

IN the spring of the year Prof. Gilbert Murray exchanged an Oxford lecture room for a class of students at Amherst College in New England. Forty of them read "Iphigenia in Tauris," and six did more advanced work. One of the best of the six was the son of a Croatian immigrant, who is now a carpenter in New York; others were sons of millionaires; so that America, the absorber of nations and the creator of wealth, was typically represented in that small company. Besides this regular teaching, Prof. Murray gave courses on Greek Religion at Columbia University, and on Greek Drama at the Lowell Institute in Boston, besides a few isolated public lectures elsewhere. His large audiences, running to seven and eight hundred, seemed to testify to remarkable public interest in these somewhat abstruse subjects.

I had an opportunity recently of asking Prof. Murray to

give *The Journal of Education* impressions of his visit.

"The attack on classics," he said, "has for the moment carried all before it in America. The schools are rapidly becoming unable to teach Greek, and I heard again and again the story of clever boys and girls who had made great efforts to be taught Greek and found it practically impossible. And even in the greatest Universities, like Harvard and Yale, the number of students taking Greek has become very small. Latin is still standing; and, owing to the increase of population and the immense spread of education in general, there is actually a deceptive increase in the numbers taking Latin. But the Latin teachers I met were only one degree less despairing than the Greek. This was more or less what I expected. I knew also that the Amherst trustees, at whose invitation I went out, were anxious about the situation and felt strongly the loss of this classical substructure. What surprised me was the wide prevalence of the same feeling. On all sides I met people who were deploring the effects of the recent worship of the 'practical' in education—the cry for 'vocational training,' for indiscriminate choice of subjects on the ground that one subject is as good as another, and the rejection of the severer and less immediately paying studies. Of course I make allowance for the fact that people who thought in this way naturally came and spoke to me, while those who thought otherwise stayed away; I allow also for the instinctive sympathy and politeness of American audiences. But the signs of some sort of reaction are quite visible; the stand made at Princeton, the stiffening of the curriculum at Amherst, the very important modifications introduced by President Lowell at Harvard into the old absolutely 'free' curriculum.

The trouble is, perhaps, rather particularly at the door of Harvard. Of course, a big democracy in a hurry to be educated would naturally chafe at the slow classical training; and, of course, it was desirable that schools and Universities should be provided, lots of them, and big ones, to give the cheap, rapid, and practical education that was wanted. But it does seem a pity that there should not have remained one or two of the old and great Universities, to stand outside the stream and provide not what was most desired, but what was educationally best—something deeper, solider, slower, and, in that sense, more expensive. It was president Elliott, a man of very great distinction and influence—his subject was Chemistry—who led Harvard into the one-subject-as-good-as-another policy, and so prepared the destruction of Greek in the eastern States. Elliott was a great man and the experiment was a good one to make, though I do wish it had been tried on a body less noble than Harvard. For when Harvard abandoned Greek as a foundation for other studies it seemed impossible for other Universities to demand it and 'unpractical' for schools to teach it."

I was about to interpolate a question, but Prof. Murray anticipated me. "Do I want to restore 'compulsory Greek'?" On the contrary, I want to abolish the absolute compulsion even at Oxford. I think there should be dozens of Universities giving a cheap sound modern education, though providing classics for those who specially want them; and at the same time one or two Universities which demand a classical foundation for all their teaching in arts. The Princeton system seems to me just right: Greek and Latin necessary for the degree in Arts (B.A.), not necessary for the degree in Science (B.Sc.). The same line is followed in various Western Universities, such as Colorado and California. These places may well be performing an immense service to the education of the world. You see my point? A man may want to learn English literature without being bothered with classics. All right; let there be places which teach him his Milton and Shelley on that basis. Only let there also be one or two places which say: 'No. When we turn out a man with First Class Honours in English Literature, saying he knows Milton specially well, we mean that he knows Milton's sources, understands classical references, and can feel Virgil's style and Homer's style.' That is a much slower and more difficult, but also a much more thorough, kind of knowledge.

There ought to be one or two Universities which conduct their higher teaching on the assumption that all students know some Latin and Greek.

"I think some such differentiation will come about in America. The first need of that vast promiscuous democracy was education of some sort—something effective and rapid and not too hard; and the country rose to that need with splendid public spirit and success. I do not suppose the world has ever seen such an educated nation, or such enormous gifts given by individuals to a public and ideal object as have been, and still are, given to education in America. And it is mere silliness to sneer at these gifts as 'material things.' They come from a genuine zeal, a zeal that one finds in the teachers and the taught as well as in the givers. The first need is now satisfied, or soon will be. There will then be the need for some education that is not common and not meant for everybody; for an education meant for the ablest men and women, who will repay a long and thorough and quite un-utilitarian training. And in America, as soon as a public need is seen, some one will give his work or his money to supply it. Fortunately the race of fine Greek scholars is not dead in America. Gildersleeve and Goodwin have trained worthy successors."

Prof. Murray had hinted at certain splendid features in the American Universities. I asked him to tell me what impressed him more particularly.

"The libraries to begin with. Not only are the libraries themselves very rich and convenient and well equipped, but they are admirably organized and easy to use. For instance, in most Universities a Professor has not only a special teaching room with a library of reference books, but his room is in communication with the general University library, so that in a few minutes he can have almost any book he needs brought to him. Then there is the general keenness and hopefulness of the members, both old and young. There is a sense of life, of good will, of constant increase and improvement. Then there is the delightful feeling that higher education is not a privilege of the rich. True the 'young bloods' at Harvard and Yale and Princeton will probably spend as much as the same class at Oxford and Cambridge; but in many places University teaching is free, in others the fees are very small. Anyhow, the poorest people can get to the Universities, if they are good enough."

Prof. Murray spoke in appreciation of the way men who have "gone down" keep up their connexion with their colleges. The students who graduate in a particular year, for instance, constantly combine to make gifts to their college. The great Stadium at Harvard served for illustration of this spirit; and Lady Mary Murray reminded us of the splendid library at Smith College with its sixteen hundred girl students. As I listened it seemed to me that our British Universities lose much by not keeping old students more definitely in touch with them. For want of some distinct organization, memories alone serve to bind us to the haunts of our student days. Our schools have old boys' associations, but not our Universities.

There was one other comment to make. Prof. Murray fears that athleticism and the social amenities of American University life tends to make too large a claim on time that ought to be devoted to austerer ends. "It is odd, too," he added, "and to an Oxford man disappointing, that they have, as a rule, no Honours Degree, only a pass. They make up for this difference, in part, by having more post-graduate work than we. But I think we gain greatly by the elasticity of our Honours courses, and the encouragement they give to initiative and artistic understanding. A pass course with an examination at the end is almost sure to be rather mechanical, though, to be sure, their pass work seems a great deal better than ours. We neglect our Pass men for the sake of our Honours men."

Prof. Murray reverted to his first theme. He has returned from America with a deepened conviction that the complete abolition of Greek at Oxford and Cambridge would probably kill the subject in the schools, except in a few rich or specially severe ones. That is the lesson he has read from the West of the Atlantic.

SYDNEY WALTON.

THE LEIPZIGER HOCHSCHULE FÜR FRAUEN.

THE Leipziger Hochschule für Frauen, a unique institution in the system of German education, was opened on October 29, 1911. Far, however, from being an entirely new venture, it may rather be regarded as forming the result of a movement extending over forty years.

In 1871 Frau Henriette Goldschmidt founded in Leipzig a Society for Education in Family and National Life ("Verein für Familien- und Volkserziehung"), whose efforts were to be directed towards supplementing the education of women as women. She was inspired chiefly by two of Friedrich Froebel's principles. The first is well known: "Let us live for our children!" ("Kommt, lasst uns unsern Kindern leben!"). The second is less well known: "The characteristic of our time is the raising of woman to the recognition of her merited vocation, especially raising her above her instinctive passivity, and placing her, from the point of view of her nature and her vocation in rearing humanity, on precisely the same level as man" ("Es ist das Charakteristische der Zeit, das weibliche Geschlecht seiner instinktiven, passiven Tätigkeit zu entheben und es von seinem Wesen aus, und um seiner Menschheit pflegenden Bestimmung willen, zu ganz gleicher Höhe wie das männliche Geschlecht zu erheben").

The Society began by founding a Kindergarten. A year later it set up a college for the training of Kindergarten teachers; in 1874 it inaugurated a series of "Scientific Addresses for Women," conducted by professors of the University of Leipzig. The Society made an effort to avoid the qualities which have brought reproach on many *Kindergärten* and kindred institutions; but the success of these ventures by no means satisfied Frau Goldschmidt. It had not been her wish to merely supply a training for the profession of *Kindergärtnerin*: she had looked on the Kindergarten, though essential to the child's education, as but one stage in the education of the mother. "Not every young girl," she said in one of her publications on the subject, "needs to be a *Kindergärtnerin*, but every mother should to a certain degree be one." This, then, is the leading principle in the whole movement—the education of the mother. And of this principle Frau Goldschmidt has never lost sight, from the first founding of her Society until the opening of the *Hochschule* last autumn.

The next step taken by the Society was the expansion of the "Scientific Addresses" into a regular *Lyceum* in 1878. It was the first attempt in Germany to put Froebel's principles into practice; and the words, "Education is the vocation of woman in modern life" ("Der Erziehungsberuf ist der Kulturbederuf der Frau"), construed in their best and widest sense, might be taken as the motto which has guided its energies and the choice of the subjects of instruction. The "Scientific Addresses for Women" were continued at the *Lyceum*, and an interesting variety of subjects has been touched on in the thirty-two years of its existence. The primary idea was not lost sight of, and subjects such as "Energy in the Economy of Nature" (1894) or "First Aid in Accident Cases" (1883) stand side by side with lectures on Goethe, Schiller, and Frederick the Great. In addition courses for younger women were arranged, which gave preparation to governesses, to *Kindergärtnerinnen*, and to the teachers in Kindergarten training colleges. From 1878 to 1910 the *Lyceum* had six hundred regular students and two thousand five hundred members taking isolated courses. But never once during these thirty-two years did Frau Goldschmidt lose sight of her original intention, and in almost every annual report she repeated her conviction that the *Lyceum* must expand into a *Hochschule*.

There must be a technical school where a woman might learn the technicalities of her profession as a woman. Frau Goldschmidt was not dissuaded from this conviction by the fact that, since the founding of the *Lyceum* in 1878, the Universities had been thrown open to women. On the contrary, she was strengthened in it. For she was persuaded that the

need of knowledge in wide circles of women is not covered by the professional study afforded in a University.

At last, in 1909, by a generous gift, her ideal could be realized, and the first German Technical School for Women was opened in October last as a result. It has three aims—to give the necessary culture to all women who desire to take part in the intellectual life of their nation and their age; to prepare them thoroughly for the performance of their educative duties as mothers; and to enable them to devote themselves with far-sightedness and understanding to the manifold needs of the age in the community, in the State, and in society.

In accordance with these aims it affords instruction this year in—philosophy and ethics; in art, history, and literature; in political economy and sociology; in biology and botany; and in psychology (especially of children) and pedagogy. There is a course in social hygiene, with observation of sanitary arrangements in various institutions. The course in the care and management of infants is practical as well as theoretical, for practical work is undertaken in a home for infants in a Leipzig suburb, and an institution in the nature of a home or crèche is shortly to be added to the school. A course of lectures (with an investigation class) in economics, one on the women's movement, and one on the position of women under the law in the principal civilized countries of the world complete this side of the school's activity. Geology, physics, and chemistry are to be added to the curriculum very shortly.

The school, however, carries on at the same time the work which the *Lyceum* began, by providing a complete course of training on one side for teachers in kindergarten training colleges, *Frauenschulen* (explained below), and similar institutions, and on the other for those who wish to take up positions under public bodies, such as that of health visitor, inspector of prisons and factories, female assistant to the police, and the like. The former of these courses provides more advanced study on the side of psychology (including the pathology of child psychology) and pedagogy; the second specializes rather in hygiene, sociology, and economics, and includes the care and management of infants and the domestic economy of a workman's home. Both provide ample practical instruction in suitable premises, and require the student to attend some lectures on literature or philosophy in order that her general culture may not be neglected. The fees for instruction are moderate, and the number of students already enrolled shows how much the institution is appreciated. The regular courses, for which evidence of suitable preparation is required, are attended by twenty-six students; irregular students, who attend lectures of their own choice, number nine hundred.

It is of particular interest to us to draw a comparison between this institution and similar efforts in England. We, too, have only one institution where the training of a woman in the duties of a home is on a University standard. It is the course provided in the King's College for Women (University of London) in Kensington Square. Here we find that the woman's general education is not an essential part of the course, as in the Leipzig institution; and the arrangement of the studies tends to be somewhat more practical and direct, with rather less choice of subjects on the part of the student. The ordinary one-year course there includes applied chemistry, sanitary science and hygiene, economics of the household and household work, biology and either bacteriology or psychology.

This department of King's College also trains teachers of home science for schools, or they may find preparation with us in the special department of the Clapham High School for Girls. The instruction there is similar, but it provides in addition courses in teaching practice, first aid, and care and management of infants. But of independent ventures of this description we have cases in Germany also in the *Haushaltungsschulen* in various towns. These are, however, never in connexion with a girls' school or college; whereas in England, to treat for a moment of the mere instruction of home science, domestic economy, cooking, &c., apart from the training of teachers, we have such a course as a thoroughly

developed part of the curriculum in some high and a large number of secondary schools. The only attempt in Germany to make home science a regular part of the course in a girls' school is the *Frauenschule*. The *Frauenschule* is a recent effort on the part of the State (*i.e.* the *Kultusministerium*) to provide education in the home arts for girls. It is an alternative to the Matriculation course in girls' high schools, and from the time of its inauguration three years ago no girls' school which did not already possess a Matriculation course has been allowed to institute one unless it at the same time provides a *Frauenschule*. As yet, however, very few *Frauenschulen* exist, and, where they do, the organization and instruction are still in a very unsettled and undeveloped condition. This side of girls' education is therefore decidedly in advance in England.

The Leipziger Hochschule für Frauen seems, however, to be a very genuine effort, well organized on broad, educative lines, and differing noticeably in one important principle from the English college of a similar nature. The aim of the English educator is to provide a clever housewife and a good controller of the home from a business point of view; the German rather emphasizes that trend in the instruction and subjects which will produce a wise and capable mother.

MARGARET KÖRNER, M.A.

BOOKS OF THE MONTH.

Annual.

The Girls' School Yearbook, 1912. *The Year-book Press*, 3s. 6d. net.

Biography.

Herbert Kynaston: A Memoir, with Selections from his Occasional Writings. By the Rev. E. D. Stone. *Macmillan*, 3s. 6d. net.
The Life of Nelson. By Geoffrey Callender, B.A. *Longmans*, 1s. 6d.

Classics.

Silva Latina: A Latin Reading-Book. Chosen and Arranged by J. D. Duff, M.A. *Cambridge University Press*, 2s.
Fourteen Satires of Juvenal. Translated by Dr. Alexander Leeper. New Edition. *Macmillan*, 5s.
A Manual of Latin Word Formation for Secondary Schools. By P. R. Jenks. *Harrap*, 1s. 6d.
Love Poems. Translated from the Latin by J. M. Krause. *Kegan Paul*, 1s. 6d. net.
Clari Romani: Life of Augustus. Edited by A. J. Spilsbury, M.A. *Murray*, 1s. 6d.
The Public Orations of Demosthenes. Translated by A. W. Pickard-Cambridge, M.A. 2 Vols. *Oxford University Press*, 7s.

Divinity.

The Ezra-Apocalypse, being Chapters III-XIV of the Book commonly known as 4 Ezra (or II Esdras). Translated from a Revised Text, with Critical Notes, &c., by Rev. G. H. Box, M.A. Prefatory Note by W. Sanday, D.D. *Pitman*, 10s. 6d. net.
Sociological Study of the Bible. By Louis Wallis. *Cambridge University Press*, 6s. net.

English.

George Eliot: Silas Marner. Edited, with Notes, by F. E. Bevan. *Cambridge University Press*, 1s.
Swift: The Battle of the Books. Edited by Sir Henry Craik. *Oxford University Press*, 2s.
Scott and his Poetry. By A. E. Morgan. *Harrap*, 10d.
Mrs. Browning and her Poetry. By Kathleen E. Royds. *Harrap*, 10d.
The Sounds of the Mother Tongue. By L. H. Althaus. *Hodder & Stoughton*, 2s. net.
The Tudor Shakespeare:—Love's Labour's Lost. Edited by J. F. Royster, Ph.D. *Macmillan*, 1s. net.
Shakespeare's King John. With Notes, &c., by C. W. Crook, B.A. *Ralph, Holland*, 2s.
The Art of the Orator. By Edgar R. Jones, M.P. Foreword by the Right Hon. D. Lloyd George. *Black*, 3s. 6d. net.
The Tudor Shakespeare:—(1) Much Ado about Nothing, edited by Dr. W. W. Lawrence; (2) The Tragedy of King Lear, edited by Dr. V. C. Gildersleeve. Each 1s. net. *Macmillan*.

English Composition for Junior Forms. By E. E. Kitchener, M.A. *Murray*, 1s. 6d.

A New English Grammar for Junior Forms. By R. B. Morgan, M.Litt. *Murray*, 1s. 6d.

Matriculation Précis. With a Key. By S. E. Winbolt, M.A. Chambers's Etymological Dictionary. Enlarged Edition. 1s. net.
Letters of William Cowper. Chosen and edited, with Memoir and Notes, by J. G. Frazer. 2 Vols. *Macmillan*, 8s. net.

Economics.

Gide's Principles of Political Economy: a Digest of the Second English Translation. By H. M. Desai, B.A. *Harrap*, 2s. 6d. net.

Fiction.

Didy. By E. R. Lipsett. *Duckworth*, 6s.
Out of the Wreck I Rise. By Beatrice Harraden. *Nelson*, 2s. net.

Geography.

The Sea Road to the East: Gibraltar to Wei-hai-wei. Six Lectures prepared for the Visual Instruction Committee of the Colonial Office. By A. J. Sargent, M.A. *Philips*, 1s. net.
Cambridge County Geographies (Scotland). Edited by W. Muri-son, M.A. Perthshire, by Peter Macnair, F.G.S.; Renfrew-shire, by F. Mort, M.A.; Dumfries-shire, by J. K. Hewison, D.D. *Cambridge University Press*, each 1s. 6d.
Man and his Conquest of Nature. By M. I. Newbigin, D.Sc. Illustrated. *Black*, 2s.
The British Isles: A Rational and Suggestive Textbook of Geo-graphy. By W. Taylor, F.R.G.S. *E. J. Arnold*, 4d.
Mapping Books: 1. Europe; 2. The British Isles. Each 4d. *E. J. Arnold*.

Guide Book.

Grieben's Guide Books. Vol. 123: Switzerland. Second edition. With seven maps. *Williams & Norgate*, 3s. net.

History.

The Leading Facts of English History. By D. H. Montgomery. Revised edition. *Ginn*, 5s.
A Chronicle of the Popes, from St. Peter to Pius X. By A. E. McKilliam, M.A. *G. Bell*, 7s. 6d. net.
The Story of the Roman People. By Dr. E. M. Tappan. *Harrap*, 1s. 6d.
Heroes of Old Britain. Retold from Geoffrey of Monmouth. By David W. Oates. Illustrated. *Harrap*, 9d.
The Legacy of Greece and Rome. By W. G. de Burgh, M.A. *Macdonald & Evans*, 2s. 6d. net.
The Cambridge Modern History Atlas. Edited by A. W. Ward, Litt.D., G. W. Prothero, Litt.D., and Stanley Leathes, M.A. Assisted by E. A. Benians, M.A. *Cambridge University Press*, 25s. net.

Mathematics.

Elementary Geometry. By A. E. Layng, M.A. *Murray*, 3s.
An Introduction to the Lie Theory of One-Parameter Groups. By Dr. A. Cohen. *Harrap*, 5s. net.
Numerical Trigonometry. By J. W. Mercer, M.A. *Cambridge University Press*, 2s. 6d.
Elements of the Differential and Integral Calculus. By Dr. W. A. Granville and Dr. P. F. Smith. Revised Edition. *Ginn*, 10s. 6d.
Advanced Calculus. By Dr. E. B. Wilson. *Ginn*, 20s. net.
Lectures on the Theory of Functions of Real Variables. Vol. II. By Dr. J. Pierpont. *Ginn*, 20s. net.
Algebra for Beginners. By C. Godfrey, M.A., and A. W. Siddons, M.A. *Cambridge University Press*, 2s. 6d.
Examples from a Geometry for Schools. By F. W. Sanderson, M.A., and G. W. Brewster, M.A. With Answers. *Cambridge University Press*, 1s. 6d.
Examples in Numerical Trigonometry. By E. A. Price, B.A. *Cambridge University Press*, 2s.
Public School Examination Papers in Mathematics. Compiled by P. A. Openshaw, B.A. *G. Bell*, 1s. 6d.
Short Methods and By-Ways in Arithmetic. By Hugh W. Dickie. *Chambers*, 1s.

Miscellaneous.

Voice Production with the aid of Phonetics. By Charles M. Rice, M.A. *Heffer*, 1s. 6d. net.
Complete Guide to Preliminary Examinations for Pharmacy, Medicine, Dentistry, &c. By William Dodds. Fourth Edition. *Chemist & Druggist*, 2s. 6d. net.
The Four Men: a Farrago. By H. Belloc. *Nelson*, 2s. net.
The Path of Social Progress: a Discussion of Old and New Ideas in Social Reform. By Mrs. George Kerr. *Nelson*, 2s. net.
Four French Adventures (from the Causes Célèbres). By Stoddard Dewey. Illustrated. *Nelson*, 2s. net.
The Treatment of Nature in English Poetry. By Myra Reynolds. *Cambridge University Press*, 10s. net.

Peter Pan. Retold in Story Form by G. D. Drennan. Introduction by A. R. Pickles, M.A. Illustrated. *Mills & Boon*, 6d. A Short History of English Law from the Earliest Times to the end of the year 1911. By Edward Jenks, M.A., B.C.L. *Methuen*, 10s. 6d. net.

Toys and Toymaking. By Geo. F. Johnson. Illustrated. *Longmans*, 3s. 6d.

Selected Addresses. By James Burrill Angell. *Longmans*, 6s. net.

Modern Languages.

Caractères. Pages Choiesies. Par Jean de la Bruyère. Notes by Hardess O'Grady. *Dent*, 1s. 6d.

Der Silberne Schilling and Other Tales. A German Reader. By Walter Rippmann. *Dent*, 1s. 4d.

Key to Exercises in Siepmann and Pellissier's Public School French Primer. By Rev. W. H. David, M.A. *Macmillan*, 4s. 6d. net.

Stendhal: De l'Amour. Alfred de Musset: Comédies et Proverbes, Tome II. *Dent*, each 1s. net.

Collection Nelson.—(1) *Dieu et La Fin de Satan* (Victor Hugo); (2) *Le Roi s'amuse* and *Lucrèce Borgia* (Victor Hugo); (3) *Ève Victorieuse* (Pierre de Coulevain); (4) *Chronique du Règne de Charles IX* (Prosper Mérimée). Each 1s.

Exercises in French Free Composition. By R. N. N. Baron, M.A. *Mills & Boon*, 1s. 6d.

Mémoires d'un Collégien. Par André Laurie. Edited by Dr. O. B. Super. *Harrap*, 1s. 6d.

An Introduction to Scientific German. The first six chapters of *Grundzüge der Naturlehre*. Von Dr. Ignaz G. Wallentin. Edited by P. M. Palmer. *Harrap*, 3s. 6d.

Music.

Tannhäuser and the Mastersingers of Nuremberg. Described and interpreted in accordance with Wagner's own writings. By Alice L. Cleather and Basil Crump. *Methuen*, 2s. 6d.

Natural History.

The Zoo Conversation Book. By Edmund Selous. Illustrated. *Mills & Boon*, 1s.

Nature Study.

Nature Notes with Pen and Pencil. By Jane B. Dickens. *E. J. Arnold*, 3s. net.

Little Lessons about Animals. For the use of Teachers in Junior Classes. By Mary A. Wigley. *G. Bell*, 2s. net.

Nature Study Notebook. By G. H. Green. *Dent*, 6d. net.

Pedagogy.

The Culture of Religion: Elements of Religious Education. By Dr. Emil C. Wilm. *The Pilgrim Press* (Boston, U.S.A.), 75 cents.

The Teacher's Craft in Church and School. By M. M. Penstone, Hetty Lee, M.A., and R. Holland. *National Society*, 2s. net. **Scripture Teaching in Secondary Schools: Papers read at a Conference held in Cambridge April 10-13, 1912.** Edited by N. P. Wood, M.A. *Cambridge University Press*, 1s. 6d. net.

The Teacher's Encyclopædia. Edited by Dr. A. P. Laurie. Vols. VI and VII. Each 8s. 6d. *Caxton Publishing Co.*

Lectures on the Teaching of Composition. By E. T. Campagnac. *Constable*.

Educational Handwork: A Complete and Varied Course for Schools. By W. Taylor. Book II for Seniors. *Brown & Sons*, 5s. net.

The Outlines of Educational Psychology. By Dr. W. H. Pyle. *Warwick & York* (Baltimore), 1.25 dols.

Recommendations of the Classical Association on the Teaching of Latin and Greek. A Series of Reports by Committees. *Murray*, 1s. net.

Agricultural Education in the Public Schools. [United States.] By B. M. Davis. *Cambridge University Press*, 4s. net.

Clay Modelling. By H. A. Rankin. *"The Woman Teacher" Press*, 3s. 6d. net.

Aims and Methods of Teaching Needlework. By Rosina Robinson. *Edward Arnold*, 2s. 6d. net.

Readers.

Harrap's Dramatic History Readers. Book III. By Fred E. Melton. 10d.

The Albion Phonic Readers: First Infant Reader, 6d.; Second Infant Reader, 6d.; Preparatory Reader, 8d. *Edward Arnold*.

Chambers's Supplementary Readers: Women of Worth in the Victorian Era. By R. Horsley. 1s.

Reprint.

Chambers's Standard Authors: Tanglewood Tales (Hawthorne), 6d.; **A Wonder Book** (Hawthorne), 6d.; **The Heroes** (Kingsley), 8d.; **The World of Ice** (Ballantyne), 8d.; **Gascogne, The Sandalwood Trader** (Ballantyne), 8d.

Science.

Laboratory Test Cards. By John Don, M.A., and Hugh Hugh Jamieson, M.A. First Year, Measurement and Matter; Second Year, Heat; Third Year, Chemistry. Cambridge: *Burlington House*, each 1s. net.

Magnetism and Electricity: a Manual for Students in Advanced Classes. By E. E. Brooks, B.Sc., and A. W. Poyser, M.A. *Longmans*, 7s. 6d. net.

Problems in Physical Chemistry. By Dr. E. B. R. Prideaux. *Constable*, 7s. 6d. net.

Problems in Practical Chemistry for Advanced Students. By G. F. Hood, M.A. *Mills & Boon*, 5s. net.

Laboratory Notebooks. By S. A. McDowall. Measurement and Hydrostatics, 9d. net; Light, 1s. net; Heat, 1s. net. Magnetism and Electricity, 1s. net. *Dent*.

Verse.

Hermani: a Tragedy. By F. Brock. *Duckworth*, 2s. net.

Writing.

The Northern Civil Service and Commercial Copy Books. By H. J. Bower. In four parts, each 4d. *E. J. Arnold*.

THE TEACHING OF LITERATURE IN A FRENCH SCHOOL.

By S. LANDMAN.

TEACHERS of English literature will find in M. Bezard's monograph* a multitude of useful and original hints on the teaching of language and literature. The author has had the ingenious idea of writing the book in the form of a "journal," giving a verbatim report of a year's work in the class preparing for the *baccalauréat*, which is a trifle stiffer than the London Matriculation. The writer of this review has had the privilege of seeing M. Bezard at work on more than one occasion, and has found the classes fascinating in interest and lively in manner. In the school year the pupils have to cover the chief literary productions from 1600 to 1900, and at the same time be taught how to compose a decent essay, the examination at the *baccalauréat* consisting of a *dissertation* on a literary subject. The examiner's aim is to see if the candidate is familiar with the great masterpieces of literature, and if he can express his thoughts with a sufficiency of clearness.

In order to cover the requirements careful selection is incumbent on the teacher. Manuals and other cram-books are avoided. Instead, M. Bezard dictates once every fortnight *sommaires* of the classes to come. The first part of these *sommaires* gives the book or books to be read, while in the second an extract from the author in question is indicated for careful reading and subsequent discussion in class. I have seen M. Bezard, pen in hand, dictate these *résumés*, writing them himself at the same time as the pupils, and giving life to the otherwise dull process by apt interruptions and lively remarks. At the end of each lesson, which is mainly dialogue, the dictating process is repeated to fix the substance of the hour's teaching. These notes are taken on *feuilles volantes*, or loose leaves, which are indexed by the pupil himself. I have observed the interest taken by the pupils in this entirely independent indexing and the help it afforded them to a better understanding of the ensemble of the literary productions of the period.

The books indicated in the *sommaires* are in the class library, to which each boy contributes a half-crown for the year. On library days the teacher comments on any new books he has bought, or any books suggested for purchase. The feature which struck me with regard to this, as in every part of M. Bezard's teaching, is the constant effort to bring the subject into relation with the pupil's everyday life. The great danger of their considering literature as something

* *De la Méthode Littéraire.* Par J. Bezard, Professeur de première au Lycée Hoche. (Paris, 1911: Libraire Vuibert. 1p. 738. 5 fr.)

apart from life is avoided by constant applications to current events, by references to up-to-date works, newspapers, or reviews bearing on the subject.

The correction of essays is naturally of the first importance for the *baccalauréat*, and here M. Bezard is incomparable. A devoted disciple of the stern discipline of the old Rhétorique, he never tires of enforcing the value of careful arrangement of paragraphs (each of which expresses a single and simple idea), and of the somewhat artificial, but necessary devices for securing a clear, limpid style. The correction in class of essays on subjects like the following (which, by the way, are really literary subjects) are wonderfully helpful: "Un oratorien, professeur de rhétorique au Collège d'Orléans et janséniste convaincu, remercie Etienne Périer de lui avoir envoyé la première édition des 'Pensées' de Pascal. Il lui fait part de ses réflexions, après la lecture du chef-d'œuvre inachevé" (1670); or, "Lettre d'un souscripteur de l'Encyclopédie à Diderot après la retrait du privilège en 1757."

How to arrive at the framework of an essay, what to omit and what to select for insertion, and the many other requirements of a literary effort, are thoroughly discussed in a most interesting manner all through the book. The remarks of the pupils, carefully registered, are not the least interesting feature.

Another style of subject opens the way for originality in the pupils. Thus, the subject given by M. Bezard for the prize essay was: "Quels sont, parmi les ouvrages que vous avez lus depuis trois ou quatre ans, ceux dont vous croyez avoir retiré le plus de profit?"

I have mentioned only a few of the many features of the work. By what it omits, as well as by what it includes, M. Bezard's book is remarkable. No more dry chronological arrangement in the style of an encyclopædia, no more textbook materials to be stuffed into the memory and recited or written down without having digested them, on the day of the examination; no more details, disconnected and disjointed. M. Bezard's rational methods will commend themselves to all teachers who seek to make literature a living subject.

AN EASTER HOLIDAY IN FLORENCE.

A HOLIDAY with seven schoolgirls in Florence presented so many anxieties in prospect, and now in retrospect shows such a golden sheaf of success, that it may be worth while to set down some of the points of such an experiment. There may be others who are balancing, much as I balanced, its allurements and anxieties, and for such a few notes and comments may have enough weight to dip the scale towards enterprise.

And, first, a word with regard to expense. This is by no means an experiment for children of wealthy parents alone. Many people who cannot afford to *take* a daughter to Italy will seize an opportunity of *sending* her, and will make a great effort to that end. There is considerable difference between the total cost of two persons' expenses and one and one-seventh shares. For guidance, let me give a few particulars. We were a party of eight, and away twenty-two days. We broke the journey going and coming; we were lavish in the matter of "entrances"; punctual, but frugal, in the matter of tea. We did not reduce luggage to an uncomfortable minimum, but were well provided with books and sufficiently with clothes. Our quarters were central, food was excellent, and the total expense for each girl worked out at £19, this sum including a share of the chaperon's expenses.

Florence is an ideal spot for such a holiday at Easter. It is generally cool enough, yet sunny enough, for sight-seeing to be unexhausting and country walks delightful. It is the loveliest treasure city in the world, and to these enchantments adds full measure of open-air joy. The tram system, which

stretches long fingers to outlying villages in all directions, makes an endless variety of rambles possible, on tracks through warm vineyards, where the sappy syrup drips from the shoot, or on the fine bare slopes of the Apennines, where one guesses the way by outlying church or castle.

As a teacher who every year strips off further rags of faith in talking about things, I had no wish to lead my party about Florence and lecture to them; but we had done a good deal of preparation the preceding term. We had in a sense shaped and smoothed the sockets in which to slip impressions, and the impressions were received individually or in companies of twos and threes, as the accident or interest of the moment would have it. Free interchange of opinion, disagreements in taste, comparison of different points observed—these were the invaluable educative agents, so that all learnt and all taught.

Some part of this, as well as the free sharing of counsels, arrangements, and responsibilities, I owed most certainly to being single-handed. (It is so much more possible to absorb into a set of individuals one member of different age, standing, or even race; two are considered company for each other.)

Whilst the holiday was under discussion two classes of comments were freely expressed. Many people said "How fortunate for the girls!" A few said: "How fortunate for you!" It was pleasant to feel that, despite kind parental emphasis on the first point of view, the girls themselves frankly held both. They had no doubts at all that anxiety would be swallowed up in pleasure, and that the pleasure was enough to go round. And they were right.

One head mistress at least has had enough enjoyment in this holiday to wish to repeat it, and she would gladly recommend it to any who, like herself three months ago, contemplate such an undertaking with great searchings of heart.

THEODORA E. CLARK.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Britain has her Empire Day; she might do much more in the way of educative celebrations. For France, Education by Festival.

M. Verlot in the *Annales de la jeunesse laïque* has been demanding "Fêtes civiques," such as Condorcet, in 1792, advocated, Quatremère de Quincy and François de Neufchâteau approved. To-day, says M. Verlot, when religious opinions have been strongly shaken, the ideas of country, solidarity, fraternity should be exalted in festivals. The human mind must be initiated into all that is beautiful and noble. We must sing before crowds about the different phases of life, about human toil, and the joys of effort. Days must be fixed on which to extol the love of France, those private virtues which are the sources of public virtues, and the great, permanent feelings that are capable of shaping the national conscience. We should institute festivals to which "l'exécution des chœurs, traduisant les sentiments collectifs, donnera le caractère, la grâce française et l'élan qui conviennent." M. Verlot suggests particular celebrations—in spring a "Fête de la jeunesse," in summer a "Fête de l'agriculture," in autumn a "Fête du départ de la classe," when the young would render homage to the old, and in winter a "Fête de la Noël laïque," in honour of wives and mothers. A secularized Christmas! The notion will shock most of our readers. Yet there is in M. Verlot's article much to stir thought. Could we not both add to the number of our national festivals and celebrate them in a more elevating spirit? Should there not be appointed days on which we might "sing before crowds" not class hatred but solidarity, not the hardships of labour but its excellence and ennobling power?

And we make so little use in education of our dead, who, did we let them, would still speak. On Sunday, May 19, Paris and many other towns of France kept the five-hundredth anniversary of the birth of Jeanne d'Arc. Peace and reconciliation were in the air. Why, asks the *Journal des Débats*, should not a celebration so fine and unifying receive some legal sanction? Years ago the Senate voted the

institution of a "Fête de Jeanne d'Arc"; but the project has never been realized. The humble peasant girl who saved France in the fifteenth century will soon be canonized. Is that to prevent the Republic from adopting her as a national heroine, from uplifting her to inspire the women of France? In this strain the great French journal writes. Perhaps our neighbours have by this time forgiven us for our part in Jeanne's tragic history; with friends the memory of mutual injuries must be not indelible. To-day, at any rate, we will cast no torch at her. Yet for domestic use and as an inspiration to our own girls we should choose a saint of a more modern and authentic sort—such, for example, as Florence Nightingale.

Is it not recorded in Littré that *concours général* means "compositions, par classes respectives, entre l'élite des élèves des lycées et collèges de Paris et du lycée de Versailles"? The term grew obsolete; for the competition, as in the due course of history we chronicled, was abolished. M. Guist'hau, the present Minister of Public Instruction, proposes to revive it, and, if the Chamber votes the sum set down in the budget for this purpose, the "Concours général" will, next year, rise like a phoenix from its ashes. M. Guist'hau, in that case, will have his name honourably associated with a reform which is a significant return to the traditions of the past.

GERMANY.

No need to talk of reconciling educated England to educated Germany! There has never been any estrangement. Yet between the two nations are misunderstandings which it were well to remove. **About History.** To this end Dr. C. E. Gleye makes an interesting proposal in the March number of the *Vierteiljahrshäfte des Vereins für das Deutschtum im Auslande*. He argues that, whilst many superfluous books are written, some necessary books remain unwritten. And of the unwritten necessary books one should bear the title "Die Darstellung der deutschen Geschichte in den geschichtlichen Lehrbüchern des Auslandes"—How German history is told in the history-books of other nations. Strange, he says, are the views of foreigners, above all, of Englishmen, Russians and Frenchmen, about German history; and he condemns, in particular, the textbook of the Russian compiler Ilowaisky. Moreover, not only should false conceptions be exploded, but just notions should be diffused. Thus for Englishmen there ought to be prepared, and circulated among them, a short account of what Germans have done to justify their claim to a place in the sunlight. Dr. Gleye is right. German history is an ill-used subject in England, and a widened knowledge of what *Deutschtum* has meant in the progress of human culture might be as useful to us as many Dreadnoughts.

Friendly relations between peoples are fostered when their scholars meet to exchange fertilizing thoughts. **The Neuphilologentag at Frankfurt.** At the Frankfurt Neuphilologentag, in the closing days of May, France was represented by Prof. Brunot, whose theme was "L'Autorité en matière de Langage," and England by Dr. Sadler, the Vice-Chancellor of Leeds, who, dealing with "England's Debt to German Education," made a handsome acknowledgment of a real obligation. The *Frankfurter Zeitung* in publishing an abstract of this discourse described it as "ein wertvoller Beitrag zur deutsch-englischen Verständigung," a valuable contribution to a mutual understanding between Germany and England. We might borrow a little more from Germany. A series of eminent philosophers from Fichte to Paulsen has taught her to regard national education as the most sacred of duties; we might take from her the lesson that it is not to be deemed a jest and administered in the spirit of comic opera. Would it be possible in Germany that a Minister of Education who had just begun to learn the rudiments of his business should be called off to pilot a Franchise Bill?

UNITED STATES.

Germany had its *Jugendwehr*; like England the United States was rejoicing in the Boy Scout. What could be done for the girls? The Camp Fire Girls were incorporated under the laws of the District of Columbia in March 1912. The aim of the founders of the new league is to apply the power of organization to the promotion of such activities for girls as will most effectively make for physical vitality, personal efficiency, and spiritual and intellectual vigour, as well as to preserve the largest possible amount of beauty, inspiration, and romance in their daily lives. A group of girls (who should be over ten years of age) wishing to affiliate themselves to the national association, must first find a suitable woman to act as

guardian. Experience shows that the most desirable number of members for a local group is about twelve. There are three grades of Camp Fire Girls: wood-gatherers, fire-makers, and torch-bearers. The law of the Camp Fire is to seek beauty, give service, pursue knowledge, be trustworthy, cling to health, glorify work, be happy. Dr. Luther H. Gulick is at the head of the organization, and the national head-quarters are at 118 East 28th Street, New York City.

Does not this seem to be an admirable way of helping big girls?

The Woman Teacher and the Boy.

Teachers used to say "keep their minds occupied"; the new education adds emphatically "and their bodies." The same principle applies to the big boy, as to whom we have often wondered how he is affected by the woman teacher to whose guidance, in the United States, he is so commonly entrusted. The subject is touched on by a recent writer in the *New England Journal of Education*. We learn that "there is always in the relation of a boy to his woman teacher a certain condescension, the feeling of superiority of sex being more marked in the adolescent period than it will ever be again." Often, if the teacher has remained womanly and lovable, her older boys will constitute themselves her knights and defenders. Sometimes a romantic attachment springs up. It happened at a village in Long Island within the course of the past year that a boy of eighteen became enamoured of his teacher, who was thirty-five years old. The lady settled the pedagogic difficulty by marrying her pupil.

At the San Francisco meeting of the National Education Association the Board of Directors was, as we reported, **The N.E.A.** for holding the next session at St. Paul, but referred the matter to the Executive Committee. The latter body, owing to reasons with which we have no concern, has decided that the meeting this year shall be at Chicago. The date is July 6 to 12. Among the subjects to be discussed is the Montessori method.

CANADA.

The Minister's Report for the year 1911 on education in the Province of Ontario indicates great progress in many directions. As more schools are needed more are supplied. **The Ontario Report.** Despite the higher cost of education, there has been no shrinking from the heavier burden entailed. The economic conditions at present affecting all civilized countries involve higher salaries for teachers, since the scale of remuneration for every kind of professional or other work has been advanced. The cost of building has also greatly increased, and it is much to the credit of the people in Ontario, both in urban and in rural areas, that the new school houses erected are of the best modern type and ensure comfortable and healthy conditions for the pupils. The development of courses of instruction likewise necessitates heavier expenditure for equipment both in scientific apparatus and school libraries. Owing to such causes during the last five years, the cost of primary education alone has risen from about 6,100,000 dollars in 1905 to 9,300,000 dollars in 1910. The teachers get some share of the increased expenditure. In 1910 the average salary of a man teacher in rural schools was 508 dollars, in urban 1,089 dollars; of a woman teacher in rural schools 431 dollars, in urban 565 dollars—all these salaries indicating an upward tendency. The prosperity of the Province causes many teachers to be drawn into more lucrative callings, and the West often looks to Ontario for its instructors. Hence a lack of teachers is sometimes felt. The qualifications of those employed are improving; teachers trained in the Normal Schools are steadily replacing those with Third Class Certificates.

The proportion of average attendance to the total registration has risen from 40.82 in 1867 to 60.84 in 1910. **Some Details.** The Minister states, however, that in some parts of the Province the enforcement of the law requiring compulsory attendance leaves much to be desired, and there seem to be seventy-two towns and villages which have no truancy officer, or, at least, make no report on truancy. As to what is termed comprehensively technical education, it has been stimulated by the Act of 1911, which provides machinery for the establishment of industrial training classes. Advisory boards have been formed in a number of urban centres to organize such classes. Eighteen courses supply agricultural instruction in connexion with high schools or continuation schools. A newly appointed Director of Elementary Agricultural Education inspects school garden work—the school gardens numbering thirty-three at the close of 1911, as against seventeen in 1910. He writes: "Everywhere throughout the world there is evidence of a strong desire on the part of educationists and Governments to have the schools give some measure of instruction in agriculture. Nowhere has the

problem been solved completely. The plans that have been in operation in Ontario for the past five years give promise of a very satisfactory solution. To promote the work, teachers are trained specially at Guelph, material is sent for gardening purposes, special grants are paid both trustees and teachers, practical help is given by the District Agricultural Representatives, and the teachers are assisted by charts, bulletins, and instruction sheets. In no other part of Canada nor in any State of the United States has any better scheme been devised; nor, indeed, has greater progress been made."

WESTERN AUSTRALIA.

Continuation Schools. Mr. Cecil Andrews, Inspector General of Schools, after collecting information in Europe and North America, has drawn up a Report upon Continuation Schools and the Question of Compulsory Attendance at them. He shows us the present state of affairs in an admirable conspectus, and his investigations lead him to recommend, among other things: (i) That the State should make attendance at continuation classes a condition of employment in Government Departments for those under a certain age. (ii) That, wherever possible, arrangements should be made for the holding of the classes in the daytime during working hours. (iii) That a Bill should be introduced giving power to proclaim compulsory attendance in any district for those under a fixed age, such compulsion to be applied at first only to those who leave school after the passing of the Act. Western Australia, we venture to prophesy, will give some effect to these recommendations. As for England, we should like to exhibit the state of the case to our kinsmen beyond the seas pictorially. There is somewhere a picture of Hercules contending with Death for the body of Alcestris; with a few changes it might be made to represent Educated England contending with the Board of Education for possession of Mr. Pease, our Minister. Hercules, it will be remembered, won the fight. At present Mr. Pease is still in the bondage of iniquity, and, far from promoting Continuation, he even threatens to destroy the character of our secondary schools as places of liberal education!

NEW ZEALAND.

The New Zealand University. "The University Reform Association," or, more simply, four Professors of Victoria College, Wellington, are engaged in an assault on the constitution of the New Zealand University. Their chief complaint is that it is purely an examining University, and that the teaching staff have no part or lot in awarding degrees. This is so far well founded that the chief examinations are conducted by Englishmen in England, but the adequate defence is that a sufficient number of competent examiners outside the University staff is not to be found in the colony. It should also be stated that candidates before presenting themselves for degree examinations are subject to a preliminary test, and must satisfy their own professors. The second complaint is that the teachers are not adequately represented on the University Senate. To this, too, it is a sufficient answer that of the twenty members constituting the Senate nine are University professors.

JAPAN.

Sex Education. There prevails in some quarters a notion that Japan has made greater progress in respect of *Aufklärung*, or sex education, than the nations of the West. This is an error. The subject is studied by Prof. P. A. Smith, of Hiroshima Normal College, in the *Journal of Educational Psychology* (III, 5, 257 ff.). Japan, he tells us, has not yet much to teach the world in this matter. The state of affairs may be summed up thus:—"There is a good deal of 'freedom of speech' on all sex matters among all classes of people as compared with our Western standards of modesty (or prudishness), and the child gets a good deal of knowledge in this way. But his knowledge is not at all adapted to the needs of the case, and probably does more harm than good to his moral development. In the schools there is, for the boys, little or nothing. For the girls there is some excellent instruction, but it is imposed from above by the educational authorities, and is not given in response to a demand for such work on the part of the general public. It therefore loses some of its force by not being an outgrowth of sentiment among the mothers and fathers of the girls. Moreover, in some cases, at least, the full value and the importance and significance of such instruction are not well comprehended by those who give it. And behind and around all this is a public sentiment on questions of sex morality that leaves much to be desired."

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The twenty-eighth Annual General Meeting was held at the Grey Coat Hospital, Westminster, on Saturday, June 1, 1912. The President and Chairman of Council (the Rev. Canon H. Wesley Dennis) took the chair.

After the notice convening the meeting and the minutes of the twenty-seventh annual meeting had been read by the General Secretary and confirmed, the Chairman presented the Annual Report for the year 1911-12. The Chairman called attention to the following points in the Report:

I. The Teachers' Registration Council.—There was no doubt that those who had studied the history of the Registration movement were thoroughly satisfied that the Teachers' Guild had contributed in no small degree to its ultimate success.

II. University Education in London.—The evidence presented to the Royal Commission by the Guild had received a very sympathetic hearing, but the matter was confidential till the appearance of the Blue book on the subject.

III. The Joint Committee on Public Aid to Private Schools.—The Resolutions of the Conference, which it was hoped would form the basis of articles in the Press, had been adopted only after the most careful consideration, as the Council felt that private schools played an important part in the education of the country, and would be sorry for the country to lose the opportunities for enthusiasm and independence which they offered.

IV. The Special Committee which prepared evidence on Playgrounds of Elementary Schools.—This Committee had given an immense amount of trouble to its work, the result being that a Report full of the most valuable suggestions was placed before the Board of Education's Departmental Committee on the subject.

V. The Secondary, Technical, and University Teachers' Provident Society.—The Guild had co-operated with other bodies to form this Society. The Council were extremely sorry that the difficulties in the way of throwing this Society open to all its members as such had been too great. The Guild had done its utmost to do so, but had found it was not possible to include elementary teachers, who were already provided for.

VI. Joint Conference of Educational Associations.—It was hoped that the first of these, to be held in January, 1913, would be the beginning of a definite and permanent Joint Association, and would do something to relieve the pressing burden of those interested and working in education, and would also lift education into the public eye.

The adoption of the report was then moved from the chair, seconded by Miss S. Green, and, after some discussion on the resolutions of the Joint Committee on Public Aid to Private Schools, was passed with one dissentient.

The Statement of Accounts and Balance Sheet for 1911 were then passed unanimously (proposed by Mr. Thornton and seconded by Mr. Hinton).

The CHAIRMAN next declared the result of the voting for the President to be that Dr. Rouse, of the Perse School, Cambridge, was elected.

On the proposal of Mr. HETHERINGTON, seconded by Miss DOWNS, it was unanimously carried "That Mr. J. Arnold Turner be elected as Hon. Treasurer."

The result of the voting for eight General Members of Council was declared. It was announced that Miss Lees had withdrawn from nomination, and the following were declared duly elected: Mr. R. F. Charles, Mr. J. A. Green, Mr. J. L. Holland, Mr. T. L. Humberstone, Miss Constance Jones, Mr. J. Wilkinson, Mr. W. H. Winch, and Mr. J. S. Wise.

The following names were received as elected to the Council as Representatives of Local Centres:—Miss H. Busk, London; Mr. J. Campbell, Worcester; Mr. D. T. Cowan, Southampton; Rev. H. V. Dawes, Salop; the Rev. Canon H. Wesley Dennis, London; Mr. G. P. Dymond, Three Towns; Miss F. Edwards, London; Miss S. B. Flear, Ipswich; Miss Foxley, Manchester; Mr. H. B. Garrod, London; Mr. C. Granville, London; Miss M. R. N. Holmer, London; Mr. P. B. Ingham, Guernsey; the Rev. the Hon. E. Lyttelton, London; Miss H. A. Martin, Cork; the Rev. H. Kingsmill Moore, Dublin; Mr. H. A. Nesbitt, London; Mr. J. Oliphant,

(Continued on page 506.)

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Glasgow; Mr. J. Slingsby Roberts, Brighton; Mr. F. Storr, London; Prof. Foster Watson, London.

It was proposed from the Chair and carried unanimously: "That Mrs. Harold Cox be asked to act as auditor for 1912."

The Chairman reported that the Council had appointed Mr. F. Storr as Representative of the Guild on the Teachers' Registration Council. The meeting approved of this.

The Council met, at 74 Gower Street, on June 7. Present: Dr. W. H. D. Rouse (President), Miss H. Busk, Miss F. Edwards, Miss B. Foxley, Mr. J. L. Holland, Mr. H. Holman, Miss M. R. N. Holmer, Mr. T. L. Humberstone, Miss H. A. Martin, Mr. H. A. Nesbitt, Mr. F. Storr, Mr. W. H. Winch.

In the absence of the President at the commencement of the meeting, Miss H. Busk was voted to the chair.

The minutes of the last meeting were read and confirmed.

Arising out of the minutes, the Chairman announced that the Finance Committee had decided that "Holiday Resorts" should be published by Mr. Francis Hodgson, 89 Farringdon Street.

At this point the President arrived and took the chair.

On the proposition of Mr. Nesbitt, seconded by Mr. Winch, Miss Busk was asked to accept office as Vice-Chairman of Council and Chairman of the Executive Committee; this was carried with acclamation.

Mr. H. Holman was elected Deputy-Chairman.

Mr. S. Green was elected a General Member of the Council in place of Mr. A. Kahn (resigned).

The Council then proceeded to the election of Standing Committees. The Executive Committee was re-elected, they being asked to co-opt new members in place of those resigned. It was decided to ask Canon Swallow to serve on the Political Committee, and to elect Mr. Holland and Mr. Humberstone in place of Mr. Hinton and Mr. Daniell (resigned). The other standing Committees were re-elected.

The Council referred the following questions to the several Committees for discussion during the year:—To the Joint Political and Education and Library Committees—the Conditions of Registration. To the Thrift and Benefits Committee—the question as to how Pensions could be combined with Thrift. To the Organizing Committee—to consider how far the present activity of the Guild for increasing the Membership can be extended. To the Education and Library Committee—the New Code with special reference to Continuation Schools.

It was agreed that a list of the subjects proposed for discussion by the Committees be sent to the Local Secretaries, with the suggestion that the Local Centres should also discuss them.

The dates for the meeting of Council were provisionally fixed as follows:—October 18 and December 13, 1912, and February 7 and May 30, 1913.

The dates for the meeting of the Executive Committee were provisionally fixed as follows:—July 4, September 26, October 31, November 28, 1912, January 30, February 27, April 3, May 8, June 26, 1913.

The report of the Organizing Committee was received.

It was proposed by Mr. Holman, and seconded by Miss Holmer, "That the Council fix the minimum annual subscription for members, in accordance with Art. 4 (a) and (b) of the Articles of Association, at 5s." Carried with one dissident.

The report of the Organizing Committee was adopted.

Thirty-one new Members were duly elected; namely, London Centre, 11; Manchester Centre, 2; Cardiff Centre, 18. A Report from Miss Cedeberg, delegate to the Parents' National Education Union, was received with thanks.

The General Secretary reported that he was to speak at Guernsey on the Provident Scheme on May 10, and that Mr. Holman, Miss Newton, and himself were to speak at Watford at a preliminary meeting for the formation of a new Centre on June 21.

MR. HARDY, in acknowledging the gold medal presented to him on his seventy-second birthday by the Academic Committee of the Royal Society of Literature, used the occasion to denounce "the appalling increase every day in slipshod writing that would not have been tolerated for one moment a hundred years ago," and to urge that the Committee should offer prizes for the encouragement of pure English. While millions have lately been learning to read, few of them have been learning to discriminate. The complaint is as old as Horace—"Scribimus indocti doctique poemata passim"—and we do not believe there is more slipshod writing now than under George IV. Nor have we much faith in prizes as a remedy. The true cure is to write as Mr. Hardy writes. No offer of a prize will produce a poem like "The Dynasts," and the good seed will kill the bad.

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Accommodation for 68 resident Students is provided, partly in the College and partly in South Villa, Regent's Park. In the Course of the Session 1912-13, the College and Residence will be moved into the new buildings which are being erected in the South Villa grounds.

Full particulars on application to the PRINCIPAL at the College.

DEPARTMENT FOR PROFESSIONAL TRAINING IN TEACHING.

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One Free Place (value £26. 5s.), one Scholarship of the value of £20, and a limited number of Grants of £10 are offered for the Course beginning in October, 1912, and for the Course beginning in January, 1913.

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Applications should be sent to the HEAD OF THE DEPARTMENT.

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Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1912, and to read for a Degree in Arts or Science to be approved by the Council.

For Calendar and further particulars as to Scholarships, apply to the Secretary, Miss S. M. SMEE, Westfield College, Finchley Road, N.W.

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A SCHOLARSHIP of £40 is offered by the Council of St. Hilary's College, Cheltenham, as from September, 1912. Candidates must hold a University degree (or equivalent) and prepare for a University Teacher's Diploma during the session.

Applications to the SECRETARY, Ladies' College, Cheltenham, from whom further particulars may be obtained.

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University of Durham. ARMSTRONG COLLEGE, NEWCASTLE-UPON-TYNE.

Principal: W. H. HADGWY, M.A., D.Mus.

SESSION OF 1912-13.

MATRICULATION EXAMINATION

September 24th-28th.

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Further particulars may be obtained on application to ROBERT ANDERSON, S.S.C., 37 York Place, Edinburgh, Secretary.

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Principal—SIR JAMES DONALDSON, M.A., LL.D., D.D.

OPENING OF SESSION 1912-1913.

UNITED COLLEGE.

(ARTS, SCIENCE, AND MEDICINE.)

This College will be formally opened on Monday, 14th October, and the Martinmas Term will begin on Tuesday, 15th October.

The Preliminary Examinations, with which the Competitions for Entrance Bursaries are combined, will commence on 13th September. Schedules of application for admission will be supplied by the SECRETARY up to 31st August.

The Subjects of Examination are:—English, Latin, Greek, Mathematics, French, German, Italian, Dynamics. Candidates may enter for five of these in the Bursary Competitions.

For Entrant students there are thirty-three Bursaries open to Competition. Twenty-two are tenable by men only (including the following:—Tenable for four years—1 of £50, 1 of £20, 1 of £16, 5 of £10; tenable for three years—1 of £50, 2 of £40, 1 of £32, 2 of £30, 6 of £20, 1 of £15; tenable for one year—1 of £10). Nine are open to women only: they are tenable for three years, and include 3 of £25, 1 of £20, and 5 of £15, and to these students who intend to enter the medical profession have a preference. Two Malcolm Bursaries of £25 each for 5 years, restricted to Medical Students, are tenable by men or women. In addition to open bursaries there are seven presentation and preference bursaries vacant.

For students of the Second year there are vacant:—Two Spence Bursaries of £30 each for the first year and £40 for the second year of tenure, for which women are eligible as well as men; and one Bursary of £30 for three years and another of about £16 for two years, tenable only by men.

Two Bursaries—one of £47, and one of £20, each tenable for one year—will be awarded to fourth-year Honours students. Grants, not exceeding £20 each, may be assigned to Honours students (men or women) during their fourth or fifth year, and six grants of £20 each (attached to different departments of study) may also be assigned to students who, after completing a Degree curriculum, wish to train for Secondary School Teacherships.

In the course of the Session nine Scholarships for advanced study will be competed for, five of which are open to women students as well as to men. They include 1 of £80 for four years; 2 of £50 for two years; and 6 of £80 for one year.

ST. MARY'S COLLEGE. (DIVINITY.)

This College will be opened on Tuesday, 15th October. The Examination for Bursaries will be held on Friday, 18th October. Intimation of candidature is not necessary. There are five competitive Bursaries vacant (including 1 of £40, 1 of £24, 1 of £18, and 1 of £12, 10s. tenable for three years; and 1 of £15 tenable for four years). At the close of the Session one Scholarship of £80, one of £21, and one of £14, will be open to competition.

The Classes in the Colleges are open to Men and Women Students alike, and include Latin, Greek, English, French, German, Hebrew, Arabic, Aramaic, Syriac, Assyrian, Logic and Metaphysics, Moral Philosophy, Political Economy, Education, Mathematics, Applied Mathematics, Natural Philosophy, Chemistry, Zoology, Botany, Geology, Agriculture and Rural Economy, Modern History, Ancient History, Economic History, Archaeology, Sociology, Anthropology, Physiology, Anatomy; Military History, Strategy, Tactics, Engineering, Topography, Law and Organization; Systematic Theology, Biblical Criticism, and Church History.

Specimen Examination Papers and full particulars respecting the Courses of Instruction, Fees, Examinations for Degrees, &c., will be found in the CALENDAR of the UNIVERSITY, published by Messrs. WILLIAM BLACKWOOD & SONS, 45 George Street, Edinburgh.

Specimen Examination Papers for the Preliminary and Bursary Competition Examinations are published in separate booklets, and may be had from the SECRETARY, or from Messrs. HENDERSON, Booksellers, St. Andrews.

A general prospectus, as well as detailed information for the coming academical year regarding any department of the University, may be obtained on application to the SECRETARY.

ANDREW BENNETT,
Secretary and Registrar.

The University, St. Andrews,
August, 1912.

UNIVERSITY OF EDINBURGH.

Chancellor: The Right Hon. A. J. BALFOUR, M.P., D.C.L., LL.D., &c.

Rector: The Right Hon. THE EARL OF MINTO, P.C., G.C.M.G.

Principal and Vice-Chancellor: Sir WILLIAM TURNER, K.C.B., D.C.L., LL.D., D.Sc., M.B., &c.

Secretary of Senatus: Professor Sir LUDOVIC J. GRANT, Bart., B.A., LL.D.

The **Winter Session** begins about the beginning of October and closes about the middle of March; the **Summer Session** extends from the middle of April to the end of June.

The University embraces **Six Faculties**, viz.: **Arts, Science, Divinity, Law, Medicine and Surgery, and Music**, in all of which full instruction is given and Degrees are conferred. There are many different avenues to the **Arts Degrees**, the graduation subjects embracing English, History, Modern Languages, Science, &c., besides Ancient Languages, Philosophy, Mathematics, &c. The widening of the Arts Curriculum permits, to a greater extent than formerly, the Combination of Arts, Science, Medical or Special Studies, and it has been shown by successes of Edinburgh students in the Civil Service Examinations that it is possible to combine study for Degrees in Arts, Science, or Law with preparation for this and other Special Examinations. In addition to the Ordinary and Honours Degrees in Arts, the Higher Degrees of D.Litt., D.Phil., and D.Sc. are conferred. Education in Military subjects is given in connexion with the Scheme of allotment of Army Commissions to Graduates of the University. Degrees in **Science** (B.Sc. and D.Sc.) may be taken in **Pure Science, Engineering**, and in **Public Health**, and the Degree of B.Sc. in **Agriculture, Forestry**, and in **Veterinary Science**. There are fully equipped Science Laboratories, and other necessary appliances, in all these Departments. The curriculum in **Divinity** affords a thorough training in Theological subjects, and in Hebrew, Arabic, and Syriac. The Degree of Bachelor of Divinity (B.D.) is conferred. The **Law** Faculty, besides furnishing the professional equipment necessary for those intending to practise in Scotland, contains Chairs in Jurisprudence and Public International Law, Constitutional Law and History, Roman Law, and Political Economy, as also Lectureships in other important branches of the Law, and is thus adapted for students preparing for the Civil Service Examinations, and for legal, political, and administrative appointments generally. The Degrees of Bachelor of Laws (LL.B.) and Bachelor of Law (B.L.) are conferred. The Faculty of **Medicine** has a full curriculum in Medicine and Surgery, and is equipped with very extensive Laboratories and all other necessary appliances for Practical Teaching. Ample facilities are afforded for Clinical Instruction at the Royal Infirmary, Maternity Hospital, Royal Hospital for Sick Children, Hospital for Infectious Diseases, and Royal Asylum for the Insane. Four Degrees in Medicine and Surgery are conferred by the University, viz.: Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.), and Master of Surgery (Ch.M.), and these Degrees qualify for practice throughout His Majesty's dominions, and for admission to the Naval, Military, and other Public Medical Services in the United Kingdom. A **Diploma in Tropical Medicine and Hygiene** (D.T.M. & H.) is conferred on Graduates in Medicine of the University, a **Diploma in Psychiatry** (Dipl. Psych.), and a **University Certificate in Tropical Diseases** is also conferred on qualified Medical Practitioners who have attended Courses in the University on practical Bacteriology and Tropical Diseases. In **Music** also there is a full course of study for graduation, and the Degrees of Mus.B. and Mus.D. are conferred.

The University Staff consists of 41 Professors, 62 Lecturers, and over 50 Assistants and Demonstrators. The annual amount available for Fellowships, Scholarships, Bursaries, Prizes, &c., is about £18,700. Facilities are afforded for research in scientific and other subjects.

Women may attend the Classes in Arts, Science, Divinity, Law, and Music, and they are admitted to graduation in Arts, Science, Law, Medicine, and Music, the training for Degrees in Medicine being afforded by well equipped extra-academical Schools.

Information regarding Matriculation, the Curricula of Study for Degrees, &c., the Examinations for Fellowships, Scholarships, &c., may be obtained from the **DEANS OF THE FACULTIES**, or from the **CLERK OF SENATUS**; and full details are given in the University Calendar, published by JAMES THIN, 55 South Bridge, Edinburgh—price 3s. 6d. by post. The Preliminary and Degree Examination papers in each of the Faculties are also published by Mr. JAMES THIN, viz.—Arts and Science Preliminary papers and Bursary papers, 1s.; Medical Preliminary papers, 6d.; Degree papers: Arts, 1s.; Science, 9d.; Divinity, Law, Medicine, and Music, 6d. each.

July, 1912.

By order of the Senatus,

L. J. GRANT, *Secretary of Senatus.*

THE UNIVERSITY OF LIVERPOOL.

SESSION 1912-13.

The Autumn Term commences on THURSDAY, October 3rd, 1912.

Prospectuses, and full particulars of the following, may be obtained on application to the REGISTRAR:—**JOINT BOARD MATRICULATION EXAMINATION.**

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SCHOOL OF LOCAL HISTORY AND RECORDS.
DEPARTMENT OF PUBLIC HEALTH.
DEPARTMENT OF OPHTHALMIC SURGERY.
SCHOOL OF TROPICAL MEDICINE.
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Separate Courses of interest to non-examination students are given in History, Literature, Philosophy, and Biology; also in the Home Science subjects of Hygiene and Physiology; and the Economics of Women's Work.

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Further information may be obtained from the SECRETARY, 13 Kensington Square, W.

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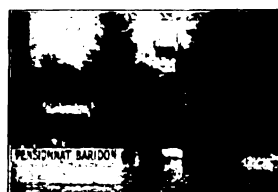
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For information relating to the entry of Cadets, Parents and Guardians should write for "How to Become a Naval Officer" (with an introduction by Admiral the Hon. Sir E. R. Fremantle, G.C.B., C.M.G.), containing an illustrated description of life at the Royal Naval Colleges at Osborne and Dartmouth.—Publication Department, Gieve, Matthews, & Seagrove, Ltd., 65 South Molton Street, London, W.

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X Other Transfers and Partnerships are continued on page 559; other School and Teachers' Advertisements are continued on pages 519, 559, 560, 561, 562, and 563. **X**

FRENCH gentleman, 26, highly educated and of good appearance, seeks a post as teacher of French, "au pair," in scholastic establishment or private family.—O. S., c.o. J. & J. Paton, 14, Cannon Street, London, E.C.

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SOHOASTIC.

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Please see page 518 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

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OCCASIONAL NOTES.

LORD ROSEBERRY, in the oration with which he opened the Congress of the Universities of the British Empire, pleaded eloquently that the production of men of character ought to be the first aim of Universities. His is the generous ideal of Milton that education should fit a man "to perform justly and skilfully and magnanimously all the offices, both private and public, of peace and war"; and of the Oxford bidding prayer that the Universities should ever send forth "a due supply of men, fitted to serve God in Church and State." There is no doubt need for the plea in these days, when professions and crafts are demanding that colleges should make a technical equipment their first and foremost aim. Yet it surprises us to find Lord Rosebery saying: "I care less about brains than character for the purpose I am speaking of." We cannot help thinking of another great speech his lordship made some years ago, when he rebuked our national habit of not preparing scientifically for the great struggles of peace and war, because we always hoped "to muddle through somehow." Character is indeed needed for administration and government; but will any one say that science is not at the present moment at least as great a need?

OF the discussions of the Congress, that on specialization in the Universities was perhaps the most valuable. As Sir Alfred Hopkinson pointed out, small and slenderly endowed Universities, such as are now rising up in many parts of the Empire, cannot hope to teach everything: each must be content to leave some subjects to

its neighbours. But, at the same time, Dr. Warren's principle of an "irreducible minimum of equipment" must be kept in mind. Every University must continue to teach literature, history, philosophy, mathematics, and the fundamental sciences. Outside these there is plenty of room for specialization. Brewing, Agriculture, Engineering, and Applied Chemistry are not faculties which are everywhere indispensable, and such things will probably be better taught if no University attempts to deal with more than one or two of them.

THERE is something very fascinating about the proposal for the occasional interchange of professors amongst British Universities. It conjures up visions of half fossilized dons resuming the attributes of humanity under the kindly influences of young and democratic communities, and, on the other hand, of scholarship that has perhaps faded a little in the uncongenial atmosphere of a small colonial town regaining its early bloom in the halls and groves of ancient Universities. But we fear that the scheme is scarcely practicable. It is difficult to hand over a man's task to someone else for two or three years. An exchanged professor would be little more than a *locum tenens*, with all the weakness that that position involves. He would spend the first year learning his new work, and all the time he would be hampered by the feeling that he was merely a bird of passage. Then there would be the difficulty of securing equality of value in the articles exchanged. Delicate indeed would be the negotiations on such a point. Three years of Professor Gilbert Murray might vivify the classical teaching of half a continent, but where in the British Empire is the half continent which could send us anything but ten oxen for our hundred?

THE free movement and interchange of academic thought is, no doubt, very desirable, but it can be secured in better ways than this. It ought, in the first place, to be possible to arrange for lecturing tours by distinguished Professors. A term's leave of absence would suffice for this; and a term off is a very different thing from a two or three years' displacement. Next we hope to see in the future more promotions from colonial professorships to similar posts in Great Britain. A Chair in a Colonial University is at present somewhat in the nature of a blind alley. If there were more possibilities of a career for overseas professors, more of our able young men would be willing to pitch their tent in a colony. Should they come to be candidates for English or Scotch professorships they might possibly be found to have missed a few of the latest results of research, but they would certainly have gained in breadth of view and knowledge of mankind.

MR. BENTLIFF, the President of the N.U.T., read a remarkable paper at the Conference of Teachers' Associations on the connexion between primary and secondary schools. He contended that the provisions in pursuance of the Act of 1902 for the "co-ordination of all forms of education" are wholly inadequate, and, instead of removing, tend to deepen and widen class distinctions. The fee charged in grant- and rate-aided municipal schools ranges from one to fifteen

guineas (five is the commonest), and the 25 per cent. of free places (not always enforced) is wholly inadequate for the scholars of over twenty thousand primary schools. The scholarships offered by Local Education Authorities are few in number, and, like those in public schools, go to parents who can afford to pay for coaching. Further, the curricula of primary and secondary schools are not co-ordinated, and the primary scholar finds himself pitted against boys who have been learning a foreign language for a year or more. Lastly, Mr. Bentliff complains that pupils in secondary schools come too early and do not stay long enough to profit. A fourth of them are under twelve and ought to be in primary schools, and the vast majority leave before they are sixteen.

WITH Mr. Bentliff's indictment we heartily sympathize, though we are convinced that both the Board of Education and Local Authorities have honestly

Free Secondary Schools.

endeavoured to remove class distinctions, and, in part, succeeded. But we cannot endorse his "simple but drastic" remedy. He would make all State-aided secondary schools "free to the fit," and modify the curriculum accordingly. Waiving the financial difficulty, we seek and seek in vain a definition of the fit. That a secondary education which ends at sixteen profits little is part of Mr. Bentliff's charge, but can one working man in a hundred afford to keep his son at school till eighteen even if all fees are excused? Maintenance scholarships are a necessary corollary. However many rungs we provide, a liberal education, in the conventional sense of the word, must be for the few, and the mass must be educated to be hewers of wood and drawers of water. These have been grievously neglected, and for them continuation schools must be provided to make them more efficient operatives and labourers. We shall not develop national brain power by compelling them to come in to grammar schools or by compelling grammar schools to adapt their curriculum to the requirements of the mechanic and ploughman. In our experience, which is fairly extensive, there are even now more county scholarships than brains to fill them.

CANON WESLEY DENNIS, who opened the discussion on training at the Imperial Conference of Teachers, seemed almost to sigh for the golden days of

Defects in Training.

the pupil-teacher system, but we can hardly believe that he would wish to turn back to such an Egyptian bondage. No doubt he put his finger on some weak spots in our present system. The student does not get enough practical work. We would add that it is doubtful whether the best possible use is made of the time allotted to practical work in schools. Much is spent in giving isolated lessons—an arid and uninteresting form of practice. Every student should be given some particular tasks in teaching to perform, and the results of his efforts should be tested. Much time is also wasted in watching the work of the masters, who, like all other human beings, are much more frequently mediocre than first-rate craftsmen. A second and more dangerous weakness in the system is its failure to weed out the inefficient. The chief offender, we take it, is the Board of Education, which refuses to pluck for certificates; but, however this may be, there can be no doubt that a certain number of young men and women are sent out into the world as teachers who are better fitted to be clerks or typists.

Some remedy must clearly be found for this, or the reputation of the training colleges will suffer.

THE modern habit, caught partly from the scientists and partly from the administrators, of making rigid classifications of educational activities leads to many fallacies. One of these is the distinction between general and technical education which pervades discussions on pedagogy.

Vocational Education.

Vocational education is frequently treated by teachers and others as if it was something which could be marked off in water-tight compartments from liberal education. The truth is that the two intermingle in every school system. Even Greek is vocational instruction for young Levites, and geometry is to the future land surveyor one of the implements of his craft. We are glad to see that Miss Burstall, in her address to the Conference of the Teachers' Guild, laid stress upon this point, arguing that there need be no antagonism between the training that makes a human being and training for a definite occupation. General education can be given through vocational and vocational through general. This is the spirit in which teachers should approach the question. It is useless simply to scold the public, as did the Head Master of Sherborne on his school commemoration day, for demanding an education which will enable a young man to earn his living; the more practical course for the schoolmaster is to devote his skill to adding the flavour of a genuine humanistic education to bread-earning studies.

AFTER the offers of large sums to the University of London for a new site come Mrs. Lecky's bequest of landed property to endow a Chair of History at Trinity College, Dublin; Mr. Morison's munificent gifts to Balliol College, reported in our last number; and Mr. C. B. Marlay's legacy of £80,000 and his art collections to the Fitzwilliam Museum at Cambridge. Princely though this last donation is, and ungrateful though it be to look such a gift horse in the mouth, we cannot help thinking that many Cambridge men will wish that some part of the funds could be diverted to other University purposes, such as the increase in the endowment of professorial Chairs. This is the really pressing need of our Universities, and our rich men usually overlook it. Schools, be it noted, rarely come in for these windfalls nowadays. The reason is obvious. It is generally accepted that it is the duty of the State to provide opportunities for elementary and secondary education, and the private donor directs his generosity into other channels.

THE ink was scarcely dry on the above note when an appeal for contributions to a building fund for the Girls' Public Day School Trust appeared in the Press.

The Appeal of the G.P.D.S.T.

The signatories, who include Lord Lansdowne, Lord Crewe, and Lord Reay, justly claim that the Company have been pioneers in the education of girls belonging to the middle classes, and that the whole of the income derived from fees, except what was required to pay a low rate of interest on the capital subscribed, has been devoted to maintaining the efficiency of the schools, which are now educating six thousand girls. Endowment there is none, and only small grants are received from the Board of Education. Money is urgently needed to provide proper

equipment for the teaching of science, art, and domestic economy. We wish the appeal every success. The public is continually calling out for a less bookish education, but it has not yet realized what is the price of the article it demands. Laboratories, studios, and kitchen equipment cost a great deal more than stationery and blackboards. We are glad to note, by the way, that the Council base their claim partly on having raised salaries; but, when it is remembered that some of their employees have put in twenty or thirty years' work, the rise is ludicrously inadequate.

A CIRCULAR opposing the proposal to abolish the External Degrees of London University has been issued by the National Union of Teachers, who fear that such a change would debar many poor students from getting a degree and so prevent them taking "their proper place in the world." The authors confess that the External student misses the atmosphere of a University and the sympathy and guidance of cultured Professors, but they argue that such things are not essential. Here we must part company; in our view they are just the things which are essential. *Pace* Carlyle, the true University is *not* a library of books, and the most thorough study of the printed volume is inadequate as a mind-forming education without the inspiration of the living teacher and the conflict of contending spirits. Nothing can take the place of the contact of mind with mind, especially of the contact of the mature mind with the immature; and that would remain true, even if it could be shown that the difference between the solitary reader and the college student is not visible in their examination scripts. It will assuredly be visible when they come to apply their knowledge in after-life, whether in classrooms or elsewhere. A degree should imply training as well as book-learning. Not that book-learning by itself is valueless; it has a value of its own, which may well be recognized by Universities, but it should not be stamped with the same hall-mark as the fuller and deeper discipline.

"L EAFLET No. 21," issued by the English Association, is welcome evidence of two things—the first that there are educational associations which have some policy beyond pulling at the coat-tails of the Board of Education; the second, that some teachers at least are beginning to realize that education has other problems besides those of method. Considering the small amount of time that can be devoted to any subject, the question of what to teach is of the first importance. In history and geography it is particularly urgent, for it is but a tiny scrap of either which can be taught to boys and girls who leave school at fifteen or sixteen. In literature it is scarcely less so, and "Leaflet No. 21," which is a lengthy list of poems, dramas and prose works suitable for children of various ages, ought to be helpful to many staffs. The only criticism we would make on it is that some of the works mentioned suggest the over-ambitious teacher. Milton's shorter poems are rather beyond children of fourteen, and only the highest forms in the most advanced schools could tackle the "Prometheus Unbound" and the "Adonais."

THE Modern Language Association has issued a pamphlet describing its scheme for arranging

exchanges between English and foreign families. The procedure is very simple. The secretary on this side of the water corresponds with the secretaries of societies on the other side, and thus families of the same social status are brought into communication with one another. The children get the advantage of a holiday in a foreign country for practically nothing and the best possible opportunity for acquiring fluency in speaking a foreign tongue. It need hardly be said that such visits are not designed to be, and can never be, a substitute for school work. Indeed it is probable that only children who have had a good grounding at school will profit by them. Amongst the supporters of the scheme whose names appear in the pamphlet are Dr. Sadler, Lord Esher, Bishop Welldon, and other well known public men, and from the scholastic profession the Head Masters of Wellington College and Manchester Grammar School and Dr. E. R. Edwards.

WE have always supported the Foundling Hospital site for the University of London, and we are glad that it has now received the approval of the Senate. The position has the first necessary qualification—it is central. Moreover, it is in the neighbourhood of one of the largest of the London Colleges, of other educational institutions, and of the British Museum. The ground itself has much to recommend it. There is plenty of open space and there are trees. Lastly, if the University goes there, the foundlings will go into the country and they will gain greatly thereby. If the scheme is carried through, we may be sure that the children will be pleased, whoever else is dissatisfied.

ONE of the great dangers of the Insurance Act to teachers is that they may lose the privilege, well-established by custom but without definite legal sanction, of payment during sickness. The question has been considered by the Committee of the Secondary Schools Association, which recommended that governing bodies of secondary schools should not take advantage of the provision of the Act under which reduced contributions are accepted if the employer guarantees payment of salaries during the first six weeks of sickness. It is further suggested that governing bodies should pay full salary during sickness for the usual period, deducting therefrom the sums receivable under the Insurance Act. Teachers as a class are undoubtedly underpaid, and any proposals which tend to relieve them from anxiety without unduly straining the financial resources of the schools should be accepted without quibble.

LOCAL AUTHORITIES.

MANY admirable reports are published by School Medical Officers to the contents of which it is impossible to give due consideration within the confines of a paragraph. These reports follow, as a general rule, the form prescribed by the Board of Education, who, although they do not contribute a penny to the service, control it. It is frequently said that, in order to preserve local option, it is necessary for the large proportion of the cost of education to be met out of local rates. As regards medical inspection, the Authorities pay all the charges of the piper and the Board calls

Exchange of Children.

External Degrees.

University of London Site.

Teachers' Insurance and Governing Bodies.

English Literature in Schools.

Reports of School Medical Officers.

the tune. There are, however, obvious advantages in the uniformity of school medical reports, and the system might be extended, without detriment, to the general work of Local Education Authorities. The report of Dr. D. M. Taylor, the Schools Medical Officer for the County Borough of Halifax, contains an extremely interesting and instructive account of a residential home and school for weakly and tubercularly disposed children.

Halifax, Bormerside, Home and School.

THE institution which has been established was rendered possible by the munificence of Mr. A. D. Oates and Miss Oates. Their gift consisted of a mansion and some ten acres of park land, and these have been adapted for the purposes of a residential home and school for thirty children. It is a sanatorium for defective juveniles. Dr. Taylor discusses the essential principles of the treatment, gives a careful analysis of the cases admitted to the home, and says that the immediate benefits have, as a rule, been most striking. He is of opinion also, that while the cost of residential schools may deter Local Authorities from establishing them, they may in the end be found cheaper than open-air day schools. One session of residence may be sufficient to arrest the development of a serious malady. "Every early case of tubercular disease of bone, joint, or lung prevented from undergoing further ravages of the disease means that a cripple less is added to our population, or that a tubercular adult less is thrown on our economic waste heap, and becoming in turn another focus to spread the disease. In a word, open-air and residential schools of this kind by centring on child life represent the best type of preventive activity."

Leeds.

DR. ALGERNON WEAR, the School Medical Officer for the City of Leeds, in a report which the Chairman of his Committee appropriately described as a "valuable document," asserts that medical inspection is daily becoming a greater factor for good in the life of the children. Among the pupils attending the schools, 24,452 defects were discovered, and of that number 69 per cent. received treatment. "Something has been done to make the children cleaner and healthier; but much remains to be done in this direction. It is only by the inculcation of cleanliness in habits and person that a permanent effect can be produced; the result of the moral lesson of being excluded from school for dirt or vermin must, in the majority of cases, be not only salutary, but lasting." We observe that the Committee has decided to establish an open-air school, which the Medical Officer regards as of vital importance for a number of children who are unfitted for attendance at an ordinary school.

Derbyshire.

DR. SYDNEY BARWISE is an enthusiastic School Medical Officer, and in his fourth annual report he discusses various matters of interest and importance. We agree with his strictures upon the various expedients adopted to maintain a high percentage of average attendance. The present system under which Local Authorities are, in effect, fined by the Board of Education, if they do their duty by excluding children from school attendance, is, moreover, both objectionable and unjust. Regarding the practice of giving a holiday for good attendance, Dr. Barwise makes a suggestion worth noting. "If this holiday were given for the teachers having created in the school a good wholesome atmosphere and secured a large proportion of children coming to school with clean hands, well brushed clothes and boots, it would have a much better educational influence." The School Medical Officer is of opinion that the appointment of a lady to organize the teaching of home management and personal hygiene has had beneficial results, and that the experiment of employing a school nurse as Attendance Officer has been justified. In fact, he considers that, if the present fifty attendance officers were replaced by thirty nurses, with half-a-dozen male inspectors to deal with recalcitrant cases, school attendance and nursing arrangements would be much improved.

Walsall.

THE report of the Medical Officer for the County Borough of Walsall has not reached us, but, judging from its reception by the Education Committee, it appears to contain opinions which might have been expressed differently. "It was slipshod in composition," said one of the members; "its manner was flippant and jeering, and it was not drawn up in that detached, impersonal, scientific spirit which carried the weight of conviction." Another member said the report was one of the most extraordinary documents it had ever been his lot to read. "It consisted principally of ill-digested statistics, an indiscriminate mixture of bad English, maudlin sentiment, unfounded innuendoes and misstatements, and was an entire misapprehension of what a report should be." We are curious to see it.

IN the interests of Local Authorities it is necessary to direct attention, whenever an opportunity is presented, to the enormous increase in the demands now made upon rate-payers for public education. A few weeks ago, at a meeting of the Nottingham Education Committee, it was stated that, comparing 1905 with the present year, there was actually a decrease in the average attendance of children. But, while in the former year the amount received from the rates was £68,200, it was now £107,191—an increase of no less than £38,991. On the other hand, the Government grants in the same period had decreased from £86,075 to £82,794. The salaries of teachers, which in 1905 amounted to under £100,000, now total £118,193. Alderman Houston urged, reasonably enough, that the time has come for a larger contribution to be provided by the National Exchequer. "Additional duties, or what had been termed 'side shows' which had been placed upon the Committee, were not of their own seeking, but had been put upon them by the Central Authority." As another member of the Committee said, if the education rate kept going up, people would at last revolt against the burden, and the injury to education would be incalculable.

Sheffield.

"No one wished for a moment to put a stop to the good work, but it did not follow that they were simply to scoop money out of a bowl, and never to trouble to think what they were spending." Thus did Colonel Hughes, a member of the Sheffield Education Committee, express himself when a proposal to increase the expenditure on medical inspection and treatment was under consideration. Alderman Styring stated that the cost of the work already amounted to about £4,000, and demands were increasing from day to day. He wisely recommended deferring the additional expenditure proposed until they heard something from the Government as to when they were likely to contribute to the enormous cost they had put upon the Committee.

Agricultural Education: The Joint Councils.

THE Rural Education Conference, having been requested by the Board of Agriculture to advise as to the co-ordination of the work of the agricultural staffs employed by counties and by collegiate centres serving the area in which the county is situated, has tendered advice in the terms required. Its report is, in effect, the departmental view elaborated. The conference recommends the division of the country into twelve districts, each division to be under a Joint Council, and to be regarded as a "unit" for the purposes of agricultural education. The functions of the Joint Councils, it is suggested, are not likely to be identical in each division. In certain cases it would be the executive body; elsewhere it might be given powers of supervision and co-ordination only; in other areas an advisory body whom the Board would consult before awarding grants to any of the authorities engaged in the provision of agricultural education in the division.

Warrington.

WHATEVER the functions—executive, supervisory, or advisory—of the proposed Joint Councils, they will menace such independence as the existing "units" of local government may claim to possess in educational administration. Local Authorities will be ill advised if they consent to relinquish any of their powers and responsibilities to these alien creations. County Councils may, and do, find it convenient to combine for certain educational purposes, and in some of the divisions contemplated there may be organizations in existence similar in character to the proposed Joint Councils. But it is an entirely different matter if, under a scheme drawn up by the Board of Agriculture, quasi-statutory bodies are to be created to determine the destination of public money and to regulate the proceedings of statutory Local Education Authorities.

Southampton's Protest.

THE Director of Education for the County of Southampton, Mr. D. T. Cowan, in a useful memorandum on the co-ordination of the work of the Farm School at Basing with University College, Reading, states that the Agricultural Sub-Committee of his county have discussed at various times the question of the connexion of the school and the general agricultural work of the county with the University College. "While the Committee," he says, "are deeply sympathetic with the desire to see the link strengthened between the county work and the college, they are of opinion that, in a county of the size of Hampshire, it is essential that the organization shall be complete in itself and that any attempt to centralize out of the county what are essentially local concerns would not be for the good of the work and might even destroy interest that has been created."

THE County Councils of Cumberland and Westmorland have maintained a farm school for sixteen years, and, without the intervention of a Joint Council, its work appears to be sufficiently "co-ordinated" with the Agricultural Department of Armstrong College. The institution does an excellent work for the agricultural areas concerned at a relatively small cost. During the spring and summer months courses of dairy instruction—each of two months' duration—are arranged for girls and young women. In the winter there is a four months' course in agricultural science for lads and young men. Since 1896, 349 girls and 160 young men have passed through the school. A number of useful agricultural trials and demonstrations are also conducted at the farm. Last year the deficit on the farm account was £66. 19s. 9d. only, while the "school and experiments" required £614. 9s. 4d. to balance the account. This was met by a Government grant of £235, and by contributions from the County Councils interested.

Mining in Elementary Schools. It is entertaining to imagine the officials of the Home Office and the Board of Education gravely deliberating as to the desirability of introducing into the curriculum of schools in mining districts elementary instruction in mining. It is also reassuring to know that these Authorities do not suggest "advanced or specialized instruction." But it is recommended that special classes should be formed for elementary-school teachers, to be conducted by those who have not only a thorough knowledge of mining, but also understand thoroughly what can be taught to elementary-school children. Local Authorities will, it may be hoped, realize the possibilities and limitations of the elementary school more precisely, and recognize that efficiency in the rudiments of knowledge, and such development of intelligence as may be practicable, is the main business of the primary school.

Supplementary Grants for Secondary Schools. It is doubtful whether the Board of Education is to be congratulated upon the provision which it proposes to substitute permanently for the grant hitherto available for secondary schools under Article 38 of the Regulations. The grant under this article, it will be remembered, was intended to encourage the production of candidates for the teaching profession. As an alternative, it is proposed to pay an additional grant of £1 per head on pupils between fifteen and eighteen years of age. The general regulations contemplate an "age range" from twelve to seventeen and an "adequate proportion" of pupils remaining at least four years in the school. Apart, however, from what appears to be a departure from the spirit of these regulations, the policy of bribing secondary schools to endeavour to retain their pupils up to the age of eighteen is open to grave question. A large proportion of the recognized secondary schools are local institutions providing a preparatory training not for the Universities, but for industries and commerce. Unless the pupil, who has no definite object in view justifying a prolonged secondary education, seeks employment at the age of sixteen, he will lose his chance. There are "blind alleys," it must be remembered, for the products of secondary as well as of elementary schools.

Two Voices. WHILE Mr. C. P. Trevelyan, the Parliamentary Secretary to the Board of Education, was opening the new Training College for teachers established by Cheshire County Council near Crewe, Mr. McKinnon Wood, the Secretary for Scotland, was presenting the prizes at Mill Hill School. Mr. Trevelyan said that the whole secret of education was to interest children. The old system had passed away. Schooling was to be made a pleasure to the scholars; "cramming" was abolished. Mr. McKinnon Wood, on the other hand, said he believed in "cramming," though not as a substitute for more thorough methods. He emphasized the value of machinery that fostered concentration of mind, accuracy of thinking, and precision in acquiring knowledge which desultory reading could never give.

Wiltshire Supply of Teachers. THE General Education Committee of the Wilts County Council is of opinion that one of the reasons for the falling off in the number of candidates for the teaching profession is to be found in the Board's rigorous application of the rules regulating admissions. In Wiltshire the number of teachers in the early stages of training has decreased in five years by more than 50 per cent. On March 31, 1908, there were 225 pupil-teachers, bursars, and student-teachers, and on the same date in this year 104. The Committee has decided to admit as student-teachers, under suitable conditions, candidates other than those who have fulfilled the

Board's regulations. The Committee, in a recent report, prints an interesting table showing the teachers employed at the appointed day and at subsequent dates. Comparing the figures of 1905 with 1912, the total of 1,102 regular adult teachers has increased to 1,211. But the staff value of the teachers has increased from 35,400 to 42,600, owing largely to an increase in the number of certificated teachers and decrease in the number of supplementary.

Surrey. THE forty-third report of the Surrey Education Committee contains much information of interest. It is an excellent summary of the many-sided activities of a Local Education Authority. The estimated expenditure on elementary education for the current year reaches the high figure of £311,675, and for higher education £70,705. The local rate for the former, which was 7d. in 1904-5, was 9½d. last year; for higher education the rate has increased from ½d. to 1½d. in the same period. The cost of elementary education per child in average attendance was, in 1910-11, £4. 19s. 4½d., made up thus: teachers' salaries, £2. 18s. 5d.; other expenses of maintenance, 17s. 7d.; special subjects, 2s. 7½d.; medical inspection and physical training, 1s. 0½d.; loan charges, 13s. 5½d.; administration, 5s. 10½d.; miscellaneous, 4½d. The net cost to the rates was £2. 4s. 11½d. per child.

SCIENCE NOTES.

The Royal Society. UNDER Royal Charter, the advancement of natural knowledge has been faithfully and unceasingly pursued by the Royal Society for the last two hundred and fifty years. Such an era of progress could not have been foreseen by its founders; the part played by the Society confers distinction not only on them and their successors, but also on the nation. Not unworthy of such an era or of the present epoch was the splendid gathering of scientific worthies of the highest eminence who came from every land to take part in the celebrations last month. We note with pleasure that the delegates had the privilege of a special reception by the King at Windsor. It will be remembered that Charles II incorporated the Society in 1662, among the original members being Boyle, Hooke, and Christopher Wren. Newton was elected a member in 1672 and was made president in 1703, an office which he held until his death in 1727, and it must have been a great advantage to the young Society to have such a leader. No other scientific society has had so famous and continuous an existence.

The late Henri Poincaré. So recently as last May we were drawing attention in these columns to the lectures given in London by the great French physicist, Henri Poincaré, and now the world of science is poorer by his sudden death. Some of our readers will be interested to hear that one of the lectures, entitled "The Relations between Matter and the Ether," is now published *in extenso*. The magneton or discrete unit of magnetism, the structure of the atom, the Brownian movement (*pepésis*) are among the topics included in a brilliant exposition of modern "views"—or perhaps we should say "working hypotheses."

Handwork. THE reformers have succeeded in introducing handwork in many elementary schools throughout the standards. The reform is in itself worthy of encouragement, and in time will produce good results in better brain development, better co-ordination in the neuro-muscular systems responsible for small movements requiring dexterity, and in general a greater power of "doing." The better training in artistic perception is another great gain for which we hope. But at present we must candidly admit that many of the occupations are trivial. This state of affairs must be remedied; every item of handwork must justify its inclusion in the syllabus by being worth doing. A piece of work may be (1) of æsthetic value, (2) of instrumental value as contributing to clearer concepts—e.g., of geometry or geography. It is also permissible to employ occasionally some exercises for the aid given thereby in cultivating dexterity required for further work. The work should have a motive and purpose which appeal to the boys or girls. Purposeless handwork is not educationally justifiable; badly executed handwork is pernicious.

Our Unscientific Examinations. MUCH skill and industry have been expended during the past month on examinations—some by examiners and officials, more by examinees. We confess ourselves staggered by the wholesale waste of the information which these tests should provide. The waste may be attributed to the refusal of those in authority to look at the problem in a scientific spirit. The

first step in a scientific treatment of examinations would be to define the aim of each particular examination, and the next to study the conditions requisite for the fulfilment of that aim. In some cases the aim is not competitive, but the maintenance of a good general standard in our classes. Why should not the examiners give lectures on the papers which they have set, to be followed by discussion? All teachers concerned should be invited to attend and to take part in the discussion. Science teachers—and examiners—would gain many useful hints and receive profitable criticism.

Temperature or Level of Heat. SOME teachers draw in class thermometer scales reading from absolute zero to 3500°C. with interesting temperatures marked thereon. Note the distance on the scale between the highest tropical temperature and the lowest arctic reading, and compare with the distance from the boiling-point of hydrogen—253°C. to that of carbon, 3500°C. The object of the diagram is mainly to give a concept of temperature as denoting the heat-level. The weak point has been a sense of insecurity with regard to the accuracy of the higher temperatures. From a paper published in *Nature* of July 18 we learn the National Physical Laboratory experience of the practical range of thermometers. The mercury in silica thermometer gives reliable results up to 600°C., and the optical pyrometers from 600°C. to 3500°C. The optical pyrometer is really a photometer which measures the intensity of the light emitted from the hot body.

Science or Cookery? Is domestic science teaching slipshod? The question is a serious one. A good teacher can make the teaching of cookery useful and interesting. She can impart a flavour of science. Can she do more, and make the lessons really scientific? Take, for example, the statements frequently made that fat is "a heat-producing food," and peas "a muscle-forming food," while carbohydrates are "restorers of tissue." Can any evidence be produced for these statements? The writer would be glad to hear of any real evidence—not mere *dicta*. A more critical attitude towards such current textbook statements would clear away much superstition which now masquerades as science.

Nature Study and Science. IN few subjects has the heuristic method been applied with such success as in the study of plant life. In many schools to-day girls are gaining practice in scientific method by following sound courses of experimental study, attacking definite questions, and employing arguments derived from first-hand information. The use of the "control" plant gives a useful exercise in the comparative method. How far will this scientific training overflow into other channels of activity?

THE INSURANCE ACT AND SECONDARY TEACHERS.

By G. T. HANKIN.

THERE is probably no class in the community receiving a living wage that needs the Insurance Act so little as the secondary teacher. He, or she, is usually treated with great consideration during sickness and can expect that generosity to be continued for a considerable period if the illness should be protracted. What he obviously wants, and politicians of all parties have at last admitted the need, is an adequate pension scheme. Under these circumstances the Assistant Masters' Association, when the Insurance Bill was under discussion, did all in its power to carry an excepting amendment. The attempt failed. Accordingly, in conjunction with the Assistant Mistresses, the Technical Teachers, the University Women Teachers, the College of Preceptors, and the Teachers' Guild, they have set themselves to get the best possible advantages for secondary teachers under the Act as it stands to-day. A conference representing these various associations has been sitting for some months; has founded the Secondary, Technical, and University Teachers' Insurance Society; has taken offices at 35 John Street, W.C.; has been approved by the Insurance Commissioners; and

is now prepared to receive all *bona fide* secondary, technical, University teachers and governesses within its ranks.

To teachers and head masters the Act should present no terrors. The administration and organization of provident societies under the Act may be complicated, but for the insured teacher the way is clear.

He or she writes to 35 John Street, receives a form of application for membership, returns it with a birth certificate, receives a card of membership and the rules of the Society, and when the salary is paid, produces the card for stamps. The employer puts on the card the stamps for the period paid for, including the holidays, and the transaction is complete, except that the card, when full, must be returned to 35 John Street. In all probability head masters will pay both contributions out of school funds. It seems a self-evident fact that a secondary teacher who is compulsorily insured under the Act is inadequately paid. In any case the actual payment is made by the employer, though he has the right to deduct the necessary fourpence or three-pence off the employee's wages.

Furthermore, the prudent teacher will see that all his compulsorily insured colleagues join the Secondary, Technical, and University Teachers' Insurance Society, thus strengthening his Society, increasing local interest in it, and making it possible for all the fully-stamped cards to be sent up together to the one society. The employer might in that case keep the cards with advantage, and the trouble to all parties concerned be reduced to a minimum.

So far the advice here offered seems to be: "You press the button and we'll do the rest." In the first instance this is true. The Society moreover offers only the normal benefits. But the Society must be self-governing and the committee of management be elected by the members. To judge from the experience of other classes of society there are always a considerable number of persons who are interested in this type of activity. In the Society they will find congenial occupation and at the same time have the satisfaction of knowing that they are doing useful work for their profession. Delicate and interesting problems lie ahead. No actuarial figures exist at present for the sickness incidence of such a peculiarly healthy class as the secondary teacher, particularly in the case of women. When the first three years' working are completed, the question of additional benefits will arise. At present no rash promises have been made, but there seems no reasonable doubt that large additional benefits will be available out of the surplus that will inevitably accrue if the Society is managed on sound lines. Therefore there is abundant scope in the management of the Society for those whose talents lie in that direction.

It is difficult to imagine a teacher deliberately joining any other provident society, either from the business or the sentimental point of view. He knows that his class is peculiarly healthy and that malingering is practically unknown. He can see that no money is being wasted in advertising, that agents are not being paid sixpence a head for members they catch. He will be able, moreover, to decide by a majority of his own class, where interests are almost identical, the form that the benefits shall take when the Society is firmly on its legs. He knows also that the Society is safe, managed on lines laid down by the State and for no private profit.

More than that, the teacher can be assured that he is sticking to his fellow teachers when he joins this Society, that if he escapes illness his payments will go to help less fortunate members of his own profession; if also in the fullness of time his salary rises above the fatal £160, his previous contributions will not be swept into a general fund from which the needs of perhaps millions have to be met, but will make, in the aggregate, a substantial addition to the benefits available for the poor schoolmaster or the needy governess. There may be a feeling in many minds against joining a provident society at all. But this Society receives both those compulsorily insured and, in a separate section, those who feel impelled to make some provision against sickness, when money is most wanted and most diffi-

cult to get. In this department of the Society's activities we hope to see many a schoolmaster and mistress who wishes to insure against illness, who believes in the solidarity of the profession, and who sees that such mutual self-help tends to the real unity which will mean so much for education.

THE CASE FOR THE BACKWARD CHILD.

By STANLEY H. WATKINS, M.A., Ph.D.

THE problem of the backward child, whilst always to the school teacher faced with large classes and varied types of intelligence a very present one, has only in recent years received any adequate form of attention. Until very recently, and often even at present, a considerable percentage of the children in the elementary schools leave without having pursued any regular system of instruction. Most of them are left to struggle in the third and fourth classes, some indeed never leave the first standard; a clear indication that the school work, or its application, is beyond their ken, and that these children leave school with little educational equipment. The introduction of the medical officer into the school gave a much needed impetus to the consideration of the lower tenth of school life. But, though the physically and mentally defective child is now treated in something like a scientific manner, yet between this class and the normal child there exists a large proportion of school children, apparently physically and mentally fit, who yet manifest distinct signs of backwardness in comparison with children of their own age. The border lines here are extremely difficult—nay, almost impossible—to determine. Often this backwardness is accompanied by lack of proper physical development, often it is an immediate consequence of malnutrition. In some cases it is seen gradually to disappear as the slower growth of the child broadens and expands. Under present conditions a frequent cause is the absurd method of classification according to age with no consideration of the differences in mental growth.

The movement towards reform in the treatment of these children may be roughly considered under two heads—reform of the usual school subjects and the basis of school work in general, and the remodelling of the organization of the school in its various forms. From the nature of the case, the backward child has to be treated individually. When the causes seem to lie in arrested development, such children should receive the special attention of the medical officer; in all cases a careful medical, as well as psychological, examination is a necessary preliminary to the treatment of the child. With the education of the defective child we are not concerned; that is a question of special schools and special training. The treatment of the backward child is, however, of a different nature. Should he be excluded altogether from the school? should his attendance be limited to special classes, or series of classes, within the same school? or should we adopt the drastic plan of a new system of general school instruction based not on memory and rote learning, but on the development and guidance of the creative energies of the child? The first plan is that adopted by the great public schools, where the entrance examination gives the backward boy little chance. Few schools, however, can pick and choose their pupils. The second is that in vogue at Mannheim, and is known as the Mannheim School System. The third is embodied in that movement of German school reform termed the *Arbeitschule*. A consideration of the last two methods is of interest not only individually, but from the peculiarly opposite nature of their principles. Briefly, the Mannheim system may be described as the institution of parallel classes, not necessarily all in the same school, the pupils of which are graded according to their intellectual ability. The main division consists of the normal pupils—

children, that is, who are neither blessed with too much sense nor cursed with too little. These classes comprise the usual eight years in which the ordinary school instruction is given. Should a child, however, prove incapable of the instruction given in the normal classes, he is drafted to a series of parallel, or *Förderklassen*, consisting of seven classes, where similar, though modified, instruction is given, with, however, much more individual work and more attention to the broad outlines of instruction combined with handicraft. Children found mentally defective are drafted further to a series of four special classes (*Hilfssklassen*), and finally there is an establishment for the reception of the idiot children. Thus, from the point of view of the subnormal child, the school may be taken as comprising four divisions: (1) classes for normal children who proceed regularly through the school, (2) for backward children, (3) for defectives, (4) one for imbeciles. In each of these the children are graded according to their school ability, and instruction is given in accordance with the mental development and state of the individual child. Of these divisions, the most interesting is that for the so-called backward child—namely, the *Förderklassen*. These classes consist of children of the normal classes who are not able to run the gauntlet at the annual Easter examinations. Instead of making these children repeat the year's work, they are drafted into the parallel *Förderklasse*, where the same work, with necessary limitations, is given. Should the child, at the end of the first or second half of the year, have shown sufficient progress, he is then drafted back to the normal classes; if not, he proceeds through the regular order of the parallel classes. Thus each *Förderklasse* consists of the children promoted from the class below, together with the children of the parallel normal class who have failed to go up.

Nor is this all. For, in addition to the seven "backward" classes, running parallel with the fifth and sixth normal standards, are two "leaving" classes, where the most important of the work in the two highest standards of the normal series is taught. Should a child, therefore, on leaving the third standard, be too old to proceed to the fourth, he is sent to the first of the "leaving" classes. There he receives in simple form a summary of the most important of the work which the normal child gets in his last years. Thus the backward child has three ways of escape from the school. Should he prove able to take advantage of the seven years' course, then the last year gives him little difference from that of the normal class; should he be one or more years behind, then the first and second "leaving" classes allow him opportunities of finishing with some possibility of finality. In this manner the difficulty which the backward child has in obtaining the knowledge of the upper standards, owing to his inability to come within reach of them, is to some extent avoided, and such children leave school with a certain equivalent of the knowledge which the normal child is supposed to possess. It is this which is the most striking feature of the Mannheim System.

It remains to be added that, with the thoroughness characteristic of German organization, the supernormal child has also not been neglected. In 1908 separate classes were formed for the cleverer pupils. At the end of the fourth school year (*i.e.* at ten years of age) the clever pupils are separated and given special instruction in French. Should they profit by this they are then formed into special classes with a modern language as part of the ordinary school curriculum and intended as preliminary to the commercial classes of the continuation schools. In addition classes of eighteen months' duration are formed from the third year onwards for those children who will later proceed to the various branches of higher education.

The merits of such a differentiation are clear. Children who, through illness or through transference from one school to another, have lost their necessary training are able to retrieve their lost knowledge and thus to take their places later in the normal classes. In general, however, it appears that the great majority of the backward children remain in the *Förderklassen*. Whether these are really victims of

mental incapacity or of the methods of education remains to be seen. Curiously enough, backward children who, showing signs of interest and intelligence in their work have been promoted to a normal class, have shown there all the evidence of backwardness—a striking criticism of an educational system which in its demands pays little regard to the varying abilities of the children. Those children, on the other hand, who remain in the parallel classes where individual work is possible, and where much less is given and expected of them, make steady, if slow, progress. Moreover, one great advantage of their segregation is the opportunity thus given for the collection of data on which methods of differentiation of, and of work with, backward children may be adopted. It is only thus that the varied factors which play a part in mental backwardness can be noted and observed—only thus, too, that practical schemes of work to meet these defects can be formulated and applied. In this spirit and with these objects in view, the syllabus for the *Förderklassen* is prepared and altered as fresh experience affords new guidance.

Fundamentally, it appears that the Mannheim system is an attempt to remedy the evils of organization by counter-organization. It is mainly concerned with the effects of the educational system, not with the defects underlying it. The question of the nature of the teaching, in so far as it implies the whole principle of school work, is not attacked. It is, perhaps, from this aspect that the system is most open to criticism. For the division and subdivision of the school into compartments which in theory allow—in practice, however, reveal little—intimate connexion disturb that organic unity essential to school and to organization. Practically the system is an attempt to reduce the method of class teaching to one of special teaching dependent on the varying capacity of the child. Excellent in principle, this, nevertheless, brings with it seeds of danger. For the segregation of the backward children deprives them of that main feature of healthy school life, the personal contact with and competition of the normal child. Not only is this, from many aspects, bad for the child—it is, too, bad for the teacher. The gaps between backwardness and the normal are, after all, not so great but that often they can be partially bridged. Indeed, the answers of the more fortunate scholars are often the keystones in those structures which bridge the painful way of the backward child into the land of knowledge; often it is just those answers which give the experienced teacher hints for the proper presentation of his work and reveal to him the nature of the child's mind.

Then, too, it is obviously very difficult to define the limits of backwardness. More often than not it may be due to temperamental defects in the teacher or to inherent dislike to and lack of appreciation of the subjects taught and to easy means of evading detection. But, above all, there fails at present any definite method of determining, or, indeed, any comprehensive definition of, intelligence. Certain it is that "the good, bad, or worse" of rough and ready experience is insufficient. Intelligence is, in such cases, largely a matter of school results. Hence quick and easy comprehension, together with quick and adaptable memory, are the deciding factors in the process of selection. The modern theory of intelligence, however, with its differentiation of the various fundamental types, its regard for the differences in work of the slow and quick learner, its analysis of the various typical forms of attention, together with its insistence on the varying types of fatigue and on the right methods of proper work, rests by no means satisfied with any broad *a priori* classification, which, judging in the mass, sacrifices the individual. Not only is this so, but the appearance of backwardness is a matter of some uncertainty. One can never be assured that the apparently dull child is not, after all, happy in the slow development of his powers—powers, however, which, when once fully grown, reveal few signs of incapacity. To adopt, therefore, a system of definite labelling under conditions which do not always arise from inherent defects in the child's nature, with consequences, too, which in after life are never thoroughly eliminated, is to damn with faint hope and less reason.

Another criticism which has been levelled against this system is that it has but "scotched the snake," it does not kill it. In other words, the evils which it attempts to remedy are more deeply rooted than the remedial effects. Under present-day circumstances, one of the most frequent causes of the so-called backward child is the strain put upon the as yet insufficiently developed organism, resulting in apparent dullness and incapacity. The teacher, with some sixty to eighty children, obliged to "get through" a certain syllabus in a certain time, has to employ the easiest means for its attainment—the use, that is, of mechanical rote memory, with little or no effort at individual self-expression, and with the consequent result of the rise of the precocious child and the rapid settling of the backward. This feature has not been lost sight of by the exponents of the *Arbeitschule*, the most famous representative of whom may be said to be Dr. Kerschensteiner of Munich. The Work School is primarily a movement for the reform of elementary education in general, but its methods are also applied to the backward child. Dr. Kerschensteiner advocates the practical abolition of the familiar Book, or *Lern*, school, and the establishment of communities of work (*Arbeitsgemeinschaften*).

The ruling principle would appear to be utilitarian: education is the preparation for life, based, however, on life. It is social work in the early Pestalozzian sense of bringing education into intimate contact with the home life. The schools, therefore, should seek to develop the creative energies of the child. That knowledge is power is essentially true, but true only within limits, not the least of which is the fact that knowledge must be capable of expression and fulfilment—i.e. that action founded on right knowledge is power—"Im Anfang war die Tat." In this sense Dr. Kerschensteiner believes in individual work in the school. "Only in the work-room, the laboratory, the school kitchen and garden, the art and music room does the child find the work which it can master. Here the backward child works side by side with the clever, and finds, or should find, help with him." * Thus, mathematics become an adjunct of the workshop or of the school garden, and drawing a means of expression for practical work. So both backward and clever children, by the due exercise of their relative abilities, experience the "joy of success" in the conquest of practical tasks and difficulties. In such a school individual work is a necessary consequence of the method of teaching. For here, where mechanical learning is a thing of the past and where emphasis is laid rather on the value of the method employed than on that of the finished product, there is no necessity for the customary graded march to common measure. ("Hier brauchen sie nicht alle in Reih und Glied zu marschieren.") So the work school seeks to reform school conditions from the inside and endeavours to relieve the school of that weight of superfluous knowledge with which it has long been burdened. Still, underlying both systems of reform there is ever one main problem which must first be solved. Before the question of the backward child can be adequately approached, that of the existence of large classes and their reduction to workable size must be faced. Until that be done, until opportunity is given to the teacher to devote individual attention to those of his pupils who require it in the shape either of extra, or even of different work, the problem of the backward child will remain to a great extent unsolved. From this point of view, the Mannheim system is but endeavouring to remedy faults inherent in the organization of the school rather than in the nature of the child. The standard of backwardness employed—that, namely, of the ability to reach a certain level of instruction—is obviously not a test of intelligence, nor can any series of Tests be as yet considered satisfactory until they have been tried and adapted to local conditions as well as to the varying development of the individual mind. It is not, too, a matter of improbability that the grouping of the backward children may result in deterrent effects upon the morally good but undeveloped child who finds himself placed in close

proximity to the morally bad but often precociously developed urchin.

In the treatment of the backward child, then, the first essential is the insistence on small classes. Next the adoption of systems of work which shall give more scope for the expressive activity of the child. Our schools should not remain mere *Lern Schule* establishments for the passive reception of fact. And, lastly, opportunity must be afforded for psychological experiment in the school itself. Just as modern psychological data applied to education are essentially the outcome of experiment, so also should new methods be first subjected to scientific trial and experiment. Each school should, therefore, contain facilities whereby the backward children may be carefully watched and examined by trained observers. This method is already in vogue in Leipzig, Bremen, Hamburg, and other of the more advanced German towns. Here preliminary classes (*Versuchsklassen*) have been established primarily with the object of relieving the abrupt transition from the free, sensorial, playful life of early childhood to the constrained life of the school. In these classes, however, not only is the method and plan of work adapted to the age and development of the children, but each class is under the control of a teacher specially chosen for the work. The length of the lessons, and even the choice of material, is left to his experience and knowledge of the children. Thus the forcing of young undeveloped minds is to a great extent eliminated. In addition, early opportunity is given for obtaining that intimate knowledge of the individual child, based on systematic inventories of his mental and physical functions, which will serve as guides through almost the whole of his school life. In this manner, by the careful compilation of reliable facts, not only can some conception of intelligence be obtained whereby the children may with reasonable accuracy be graded, but the trial and examination of educational methods is also rendered practicable, so that those lacking in mental ability may be so exercised as to develop in the best possible manner what capacity they possess.

PENSIONS FOR SECONDARY TEACHERS.

THE President of the Board of Education has issued the following terms of reference to the Departmental Committee appointed to inquire into the establishment of a system of superannuation for teachers in schools and institutions (not being elementary schools or Universities or University Colleges) which are aided by grants from the Board of Education:—

1. To consider and report upon the best system by which provision can be made for the superannuation of teachers in secondary and technical schools and institutions, schools of art, colleges and schools for the training of teachers, pupil-teacher centres, and other schools and institutions (not being Universities or University Colleges) which are aided by grants from the Board of Education, and upon its cost, both immediate and ultimate.

2. The system should be confined to teachers who are in full-time employment; it should be optional for teachers at present serving, and compulsory for those who begin service in future. The benefits should include allowances payable on retirement at suitable ages with or without allowances payable alternatively on disablement; and the basis of the system should be the payment of suitable contributions by the teachers themselves supplemented by State assistance approximately equivalent to, though not necessarily the same as, that given to elementary-school teachers.

3. The Committee should in particular report upon the nature and length of the service which should be recorded as qualifying for pension; the employment which should be regarded as full-time employment; the extent to which, and the conditions under which, service already rendered can be taken into account in fixing the allowances received on retirement by teachers now in service; and the conditions under which a pension should be obtainable by service rendered partly in elementary schools and partly in secondary or other grant-aided schools and institutions.

CROWDED HOURS.*

HERE is a series of eighteen lectures delivered by the Faculty of Columbia University. It was a bold emprise to sum up in the brief space of one hour each the literatures of China, Rome, Greece, India, England, France, Germany, Spain, Russia, &c., and it is good to note that several of the writers blenched at the proposal. Prof. Calvin Thomas observes: "German literature is a very different thing at different epochs, and even within the epochs there is much diversity for which it is hard to find a unifying formula. But, for better or worse, the order of the day is broad generalization about a vast and complicated subject that has a long history." And Prof. Ashley H. Thorndike is no less emphatic when he states that there can be no brief and satisfactory characterization of a literature so varied and extensive as that of the English people.

But, granted the difficulty of the task, some of the generalizations are arresting. Prof. Thorndike, in his summing up of English literature, notes the lack of form which distinguishes it, its rejection of classical tutelage, its determination to find expression, art or no art, in the way the individual writer thinks best. This has produced a trinity of graces—variety, novelty, and abundance. It disdains authority, and yet has been extraordinarily fertile in the creation of new art forms, and has even given fresh splendour to foreign forms like the ode, the elegy, and the sonnet. In all this freedom and variety Prof. Thorndike traces a resemblance to our political institutions, in which we have refused to be bound by theories and written constitutions, the result being that Britain is "foremost among the modern nations in expansion and democratization. The English have built up both an individualistic democracy and a vast empire." One might push the comparison a stage further and show how the extraordinary freedom of our language from fixed rules of syntax is a Declaration of the Rights of poets and others to rid themselves of grammatical shackles. The language also is a great democracy, a vast word empire for which we reach out our hands and take all we can get. The lecturer finds that the English people have not greatly excelled in music, painting, or sculpture: their great practical art is literature, and the essential of our literature is a moral criticism of life. We insist on conduct first and art second.

Prof. Adolphe Cohn has much to say that is worth reading on the subject of French literature. "The clearness and lucidity of the French language is a natural consequence of the logical character of the French mind." As Rivarol declared more than a century ago, "that which is not clear is not French." He enounces a curious little theory to explain the French nasal syllables, showing that the utterance of words was thereby made easier, but the language was deprived of one of the most musical elements of language. French literature finds its most characteristic expression in the drama, and Molière is, of course, the chief national exponent of dramatic art.

Prof. Calvin Thomas is deeply interesting in his hour-long talk on German literature; well worth careful reading, as the following excerpt shows:

Modern German has developed an elaborate periodic structure, with rigid rules of word-order in subordinate clauses and a tendency to make the sentence very complex. I seem to observe in recent writers a conscious reaction against that sort of thing, but it does not yet amount to a revolution. Thus it has come about that, while German verse is more flexible than English, German prose is less flexible, less expeditious, more intricate. To the uninitiated those Gothic cathedrals of syntax become mere jungles in which it is easy to get lost. And in the hands of a careless writer they really are jungles. It is said that a Frenchman cannot write his mother tongue in an altogether slovenly manner if he tries; but a German can do it without trying.

* "Lectures on Literature" (8s. 6d. net. The Columbia University Press and H. Frowde.)

Elsewhere Prof. Cohn returns to the charge that the English poet has a more powerful instrument, but the German a more delicate and flexible. It seems difficult to believe that German is a more delicate and flexible instrument of poetic expression than English; the reviewer limits himself to chronicling the fact that a learned Professor holds this view.

BOOKS OF THE MONTH.

Architecture.

Military Architecture in England during the Middle Ages. By A. Hamilton Thompson, M.A. Illustrated by 200 Photographs, Drawings, and Plans. *Frowde*, 7s. 6d. net.

Biography.

Livingstone the Pathfinder. By B. Matthews, M.A. *Frowde*, 2s. net.

Classics.

Livy I. Edited by H. J. Edwards, C.B., M.A. *Cambridge University Press*, 3s. 6d.

Virgil: Aeneid, Book VIII. Edited by J. F. Richards, M.A. *Clive*, 1s.

Homeri Opera V. Recognovit Brevique Adnotatione Critica Instruxit. Thomas W. Allen. *Oxford University Press*, 4s. 6d.

P. Vergili Maronis Opera Omnia ex Recensione. H. Nettleship a J. P. Postgate relecta Tom I. Two vols. *Macmillan*, £1. 11s. 6d. net.

The Odes of Horace. Books I-IV and the Saecular Hymn. Translated into English Verse by W. S. Marris. *Frowde*, 3s. 6d. net.

A New Latin Grammar. Based on the recommendations of the Joint Committee on Grammatical Terminology. By E. A. Sonnenschein, D.Litt. *Oxford University Press*, 2s. 6d.

First Lessons in Latin Grammar and Translation. By W. Greenstock, B.A. *Rivingtons*, 2s. 6d.

Selections from Ovid. Edited, with Notes, Vocabularies, &c., by W. D. Lowe, Litt.D. *Oxford University Press*, 1s. 6d.

Vergil's Taking of Troy. Selected from Vergil's Aeneid. Edited by S. E. Winbolt, M.A. *G. Bell*, 1s. 6d.

Domestic Science.

The Chemistry of Housecraft: a Primer of Practical Domestic Science. By Lucy Hall, B.Sc., and Ida Grünbaum, B.Sc. *Blackie*, 8d.

English.

Plays of Shakespeare. Edited, with Introductions and Notes, by G. S. Gordon, M.A. (1) Hamlet; (2) Coriolanus; (3) A Midsummer Night's Dream; (4) As You Like It; (5) The Tempest. *Oxford University Press*, each 1s. net.

Beaumont and Fletcher. Vol. X. Edited by A. R. Waller, M.A. *Cambridge University Press*, 4s. 6d. net.

Exercises in English for Intermediate and Senior Classes. By J. Mushet, M.A. *Baxendine*, 2s.

Scott's Marmion. Edited by F. Allen, B.A. *Clive*, 1s. 6d.

The Tudor Shakespeare.—(1) Richard the Third, edited by G. B. Churchill, Ph.D.; (2) Henry IV, Part II, edited by Elizabeth D. Hanscom, Ph.D. *Macmillan*, each 1s. net.

Milton's Comus. Edited by S. E. Goggin, M.A., and A. F. Watt, M.A. *Clive*, 1s.

Shakespeare: As You Like It. Edited by A. R. Weekes, M.A., and F. J. Fielden, M.A. *Clive*, 1s. 4d.

Studies and Essays in English Literature (Keats, Shelley, Shakespeare, &c.). By S. J. Mary Suddard, L.L.A. *Cambridge University Press*, 6s. net.

The Red Letter Library.—(1) Poems of John Dryden. Selected, with an Introduction, by R. Brimley Johnson. (2) Plays and Poems by Oliver Goldsmith. Selected, with an Introduction, by Thomas Secombe. *Blackie*, each 2s. 6d. net.

Maid Marian. By Thomas Love Peacock. Edited by F. A. Cavenagh, M.A. *Macmillan*, 1s.

A Persian Hero: Stories from the "Shah Nameh." With Introduction and Notes by Wallace Gandy. *Macmillan*, 1s.

The Preparatory English Grammar and Spelling Book. By W. Benson, M.A. Third edition, revised. *G. Bell*, 1s. net.

Modern English Grammar, with Chapters on Idiom and Construction. By J. C. Nesfield, M.A. *Macmillan*, 2s.

The Plain-Text Plays:—(1) She Stoops to Conquer (Goldsmith); (2) The Good-natured Man (Goldsmith). Each 6d. *Blackie*. *Blackie's English Texts*.—The Life of Lord Herbert of Cherbury. 6d.

Selections from Malory. Chosen and edited by H. Wragg, B.A. *Oxford University Press*, 2s.

Graduated Passages for Reproduction. By M. L. Banks, M.A. *Oxford University Press*, 2s.

Shakespeare's Richard the Second. Edited by Henry Newbolt. *Oxford University Press*, 1s. 6d. net.

The Model Classbooks of English. Book V. (Teachers' Edition). By F. W. Chambers and A. J. Ker. *Blackie*, 1s.

History of English Literature from "Beowulf" to Swinburne. By Andrew Lang, M.A. *Longmans*, 6s.

Shakespeare's Macbeth. Edited by S. E. Goggin, M.A., and F. J. Fielden, M.A. *Clive*, 1s. 4d.

The Story of Enid. From Tennyson and the Mabinogion. Edited by H. A. Treble, M.A. *G. Bell*, 10d.

Fiction.

The Big Fish. By H. B. Marriott Watson. *Methuen*, 6s.

Love at Paddington. By W. Pett Ridge. *Nelson*, 2s. net.

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The Oakum Pickers. By L. S. Gibson. *Methuen*, 6s.

Geography.

Regional Geography: The World. By J. B. Reynolds, B.A. *Black*, 3s. 6d.

Cambridge County Geographies.—North Lancashire. By Dr. J. E. Marr, F.R.S. *Cambridge University Press*, 1s. 6d.

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A SCHEME FOR AN IMPERIAL MATRICULATION EXAMINATION.

By R. W. HINTON.

THE Report on Examinations which has been recently published by the Consultative Committee contains much matter of great value to teachers for their immediate guidance; it will also lead people to think of other matters, and may provoke an inquiry into certain principles and details which control existing examinations. The Committee recommends the institution of a General Schools Examination, organized by a Representative Examinations Council in co-operation with the Board of Education, which should have a definite uniform value as a whole, with considerable variety in its constituent parts. Among existing Schools Examinations

tions those of the University of London are conspicuous; they comprise (a) the Junior Schools Examination for "well educated boys or girls of the age of about fifteen," (b) the Schools Examination, Matriculation equivalent, for those of sixteen and over, and (c) the Higher Certificate Examination, suitable for those over eighteen. Very rightly, none of these is described or regarded as an examination for a "Leaving Certificate." The second examination in this list is of the greatest importance. It is open only to candidates who give evidence of continuous training in an approved secondary school, under inspection by the University examiners, and with an approved curriculum; nearly all of these schools are also under the inspection and control of the Board of Education. For the examination special papers are set in several subjects adapted to varying syllabuses, but one standard of proficiency is maintained. For the Open Matriculation, candidates must pass at one and the same time in each of the five, and only five, subjects they are allowed to take, two of which must be English and elementary Mathematics. For the Schools Matriculation more subjects are allowed to be taken, but the Matriculation pass standard must be reached in five. The majority of experienced teachers deprecate specialization in school until after the Matriculation age, and up to this period the pupils are invariably studying in balanced proportions probably eight to ten subjects. Why should they not be allowed to present them all? If one candidate offers only five, a higher percentage of the total marks obtainable would equalize his examination with that of another candidate who desired to present all his ten, with a reasonably lower percentage standard in his case. Five pass subjects might still be required from him, but they should be any five; a few marks wanting in any single subject, even English or Arithmetic, should never involve the rejection of a candidate who passes sufficiently well *on the whole*. The due recognition of all subjects studied and offered by the candidate is simple justice, and also a useful stimulus to him and to his teachers. Every subject rightly taught in school has full claim to be regarded as having good educational value, and may be made an equally good test of both acquirement and ability. Details as to the relative mark-values of subjects, requirements as to groups of subjects to discourage ill-balanced results, &c., would be quite manageable when principles are accepted—e.g. to prevent frivolous entries for many subjects, the cancellation of marks below a certain percentage necessitating a consequent higher percentage in others would be a simple corrective. Candidates who have already laid down the course of their continued future studies would naturally offer subjects bearing thereon; those with no definite aim, and the majority who will take up business, are helped by the opportunity to get credit for all they know.

There is one sphere of school discipline which hitherto has been completely ignored as contributory in a material sense to the School Certificate, although a record is entered of some extraneous subjects on the London Certificate. Intellectual ability combined to a small extent with practical skill is amply tested, but not school training which shall develop special efficiency for what may be called "Service," including religious, imperial, physical, social matters. These are of supreme value in the formation of character, are of the highest educational value, and are therefore worthy of pre-eminent encouragement by a University. It is to be hoped that the Congress of Universities of the Empire will do something to delimit the borderland between school and University, and to agree upon a scientific boundary line which may be crossed at any point, and so reduce the bewildering variety of entrance tests for the different Universities, the professions, and the public services. If agreement can be secured as to one General Certificate, the few supplementary special requirements for special careers can easily be satisfied separately. It is here suggested that the objects desired would be greatly facilitated and school training made more natural and more effective by the adoption of the following principles:—(1) great freedom in the number and choice of subjects offered; (2) all school subjects to be admissible with due regard to standard; (3) no single subject to be obligatory, and no single failure to be

fatal; (4) the General Certificate to be the resultant of the aggregate record and appraisal; (5) for certain subjects (as in Groups E, F, following) a Pass to be credited with mark-value towards the General Certificate on approved testimony from a responsible external body when this is more convenient than direct examination by the University.

The following is an outline scheme for the General Examination which might be found to work well for all types of schools. The number of subjects admissible to be six to ten, four at least in at least three of the Groups A to D; Groups E, F quite optional; possibly only one in Group F. (In Group A *any* two languages, therefore English not obligatory?)

Group A.—1. English Language and Literature. 2. Latin. 3. Greek. 4. French. 5. German. 6. Any other approved language (as in University of London Matriculation).

Group B.—1*a*. British History. 2*a*. General Geography. Or 1*b* with 2*b*. European History and Industrial Geography (both of nineteenth century). Or 3. Ancient History with Geography dependent thereon.

Group C.—1*a*. Elementary Mathematics. Or 1*b*. More advanced Mathematics (to carry higher marks). 2. Constructional Drawing (applied mathematical): geometrical, mechanical, architectural (any two only). 3. Mechanics.

Group D.—1*a*. Physics. 2*a*. Chemistry. Or 1*a* with 1*b*. Elementary Physics with Chemistry (one paper). 3*a*. Nature Knowledge. Or 3*b*. Biology. Or 3*c*. Home Science (might be combined with E 4). 4. Any other approved Science (as in University of London Matriculation).

Group E.—1. Art: Drawing, Painting, Mechanical skill. 2. Music: Theory and Practice. 3. Commerce. 4. Home Crafts (might be combined with D 3*c*).

Group F.—1. Religious Knowledge. 2. Imperial Service: Certificate A, of O.T.C., or something similar. 3. Physical and Social Service Efficiency, especially School Games and School Administration.

A GRAMMARIAN'S FUNERAL.

NOUN, ADJECTIVE, ADVERB-CLAUSES: ARE THERE SUCH THINGS?

By G. H. CLARKE.

A READER who has dipped into books on grammar—particularly on the grammar of modern languages—published in America, Germany, and France, will have found that in place of the English terms "noun, adjective, adverb-clauses" the following names are used, largely, if not exclusively, in many works: "subject, object, predicate clauses; attribute clauses; appositive clauses; modifying or circumstantial clauses." Yet he will know few writers in this country daring enough to break away from the traditional English titles. In the face of such disparity it may be interesting to inquire into the two methods of naming clauses and to consider their comparative worth.

The terms recommended in three recent reports on grammatical terminology, issued by Committees, are of use to indicate the trend of opinion in this particular.

1. In "Simplification et Unification des nomenclatures grammaticales" (1909) we find:

	Dans les subordonnées on distinguera	
	La proposition sujet	
	—	apposition
	—	attribut
Au point de vue de	—	complément de nom
la fonction	—	d'adjectif
	—	de verbe
	—	circonstanciel, &c.

2. The English Committee (1911) talks of noun, adjective, adverb-clauses.

(Continued on page 534.)

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LEKSTUGAN.

A collection of Swedish Folk Dances, with the Folk Tunes.

Messrs. CURWEN have purchased the British rights in this important work issued by ABR. HIRSCH, Stockholm, and they will shortly issue an English translation and adaptation by Miss LINDLÖF, who has long been settled in England as a teacher of Swedish Physical Culture. The importation of the English version published in New York is illegal and the trade are warned not to deal in it, nor to import copies of the original Swedish edition.
24 Berners Street, W., July, 1912.

3. A Report, "Gebilligt vom Wiener neuphilologischen Verein" (Vienna, 1912), recommends the titles *Subjektsatz*, *Objektsatz*, *Prädikatsatz*, *Attributsatz*, *Beisatz*, *Umstandssatz*.

The French and Austrian Committees are thus largely in agreement.

Aliens.

The origin of the names of clauses used in England is due to a German, who invented them about ninety years ago. They have always been criticized in the country of their birth, and are now falling into disuse. Their prevalence in England is probably to be attributed to the influence of Kennedy and to our dislike of change. Now that the labours of Delbrück, Brugmann, Sweet and Bradley, and many others, have placed the science of language on a different plane to that of even forty years ago, it is time to reconsider our position. Grammar is a historical science, and a science that will not admit of inaccuracy under the plea that what is strictly correct is difficult.

Attempts, then, are here made to show that the terms commonly used in England are inaccurate, and to emphasize the convenience of the newer scheme. As a test, let the reader decide how to analyse the following sentences after the usual fashion, and then let him treat them according to the explanations given below:—

1. Who checks at me to death is dight.
2. Give me what you have there.
3. He said: "I will not come."
4. I ask what you are thinking of.
5. I am what you will be.
6. Here we have a fact that the speaker ignored.
7. The story ran that he was a stowaway.
8. The aeroplane fell when it was over the shed.
9. We are so glad that we went.

Objections to the usual Scheme.

In it the names of certain parts of speech are employed to designate elements of the sentence. Surely this is illogical; for what are called "parts of speech," elusive as they are, are abstractions from the sentence, while subordinate clauses are the result of the combination of simple sentences. (It is well known that sentences were first combined in parataxis, and that combination in hypotaxis was a later step. Hence arose subordinate clauses, the synthesis of simple sentences. Parts of speech were not invented for the purpose of sentence making. They are the results of the analysis of the simple sentence.) We are then applying the names of their own descendants to the elements of the sentence.

Terms Inappropriate.

Further, are the terms in themselves appropriate? Within the recollection of many the customary explanation of an English grammar was: "When a noun or noun phrase is expanded into the form of a proposition it is called a noun clause." More recent books say: "Noun, adjective, and adverb clauses do the work of nouns, adjectives and adverbs." The old definition is responsible for the belief that noun, adjective, and adverb clauses grew out of nouns, adjectives, and adverbs—a belief demonstrably false. Is the modern definition more accurate?

In "Macaulay, who wrote a history, was a Whig," "who wrote a history" is to be called an adjective clause because it does the work of an adjective. But does it? We may substitute "Macaulay the historian was a Whig," and show that the "adjective clause" ("who wrote a history") does the work of a noun ("the historian"), and that—by our definition—it ought to be called a noun clause. "The man is tall. The man is *what he makes himself*." Can we call the predicate clause ("what he makes himself") an adjective clause, as it does the work of the adjective "tall"? Neither adjectives and attributes nor adjectives and predicative words are coextensive in meaning and in application. If a general term, such as "attribute" clause in the first example, and "predicate clause" in the second, were used, we should be calling the clause by a more logical name, for the work of an attribute may be done by other than adjectives.

In "He returned from India, and was then an old, worn-out man," we have two co-ordinate clauses. The sentence is equivalent to: "He returned from India, old and worn out"; comparing the sentences, we see that the second clause of the first does the work of the adjectives in the second, so (by def.) it should be called an adjective clause. Which is absurd!

The principles, too, on which the system rests are obscure. Under present conditions grammarians hesitate to call certain clauses standing as objects "noun" clauses, and do not know what title to give them. If "I will not" in "He said I will not" is not to be considered a noun clause, as some grammarians assert, might not the term "object clause" be helpful?

The application of the names "noun" and "adjective" to clauses which are thought to do their work is, then, likely to lead to confusion. Why the custom of designating elements of a sentence by the names of words ever came into use is hard to explain. Simple sentences are exclamations, statements, questions, &c. Complex sentences consist of combinations of these elements. It is easy to avoid the terms, "noun clause," &c., and to speak of dependent exclamations, statements, questions, &c. If a more precise designation is required, these subordinate clauses may be labelled subjective, objective, predicative, &c.

The remaining two kinds of subordinate clauses serve as attributes of some qualified word, or as modifiers of a characterized word. "Attribute clauses" and "modifying clauses" seem fitting titles for them.

Old Scheme Inadequate.

The common scheme is inadequate because it does not differentiate subordinate clauses. Grammarians divide clauses into main and subordinate, generally placing all the latter on the same level. It would be more scientific to say that (a) dependent "subject (&c.) clauses" are indispensable elements, while (b) "attribute clauses" are mere qualifiers, and "modifying clauses" simply explain the circumstances of the case. Under certain conditions the two last clauses can be removed from a sentence without destroying it, possibly without greatly altering the sense. This can never be so in the case of dependent clauses.

Synopsis of the Complex Sentence.

A complex sentence contains a main clause (or main predicate) and one or more of the following subordinate clauses:—

- (a) Dependent subject clause (noun clause)
object clause
predicate clause.
- (b) i. Qualifying or attribute clause (adjective clause)
ii. Modifying or clause of circumstance
..... (adverb clause)

ANALYSIS OF EXAMPLES GIVEN ABOVE.

COMPLEX SENTENCES.

		SUBORDINATE CLAUSES.
(a)	<i>Main Predicate.</i>	<i>Subjective.</i>
1.	To death is dight	who checks at me.
	<i>Main Clause.</i>	<i>Objective.</i>
2.	Give me	what you have there. (direct statement)
3.	He said	"I will not come." (indirect question)
4.	I ask	what you are thinking of.
5.	I am	<i>Predicative.</i> what you will be.
(b)	<i>Main Clause.</i>	<i>Attributive.</i>
i. 6.	Here we have a fact	that the speaker ignored. (appositive)
7.	The story ran	that he was a stowaway. <i>Modifying.</i>
ii. 8.	The aeroplane fell	when it was over the shed.
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UNIVERSITIES OF THE EMPIRE.

IT was fitting that the Congress which was opened on Tuesday, July 2, should meet at the University of London and be welcomed by its Chancellor; for the first suggestion of such a gathering came from its Principal, Sir Henry Miers, and the late Dr. R. D. Roberts devoted to it for the last year of his life his unrivalled powers of organization. *Hæ tibi sint artes.*

LORD ROSEBERY took for his text Universities as a Factor of Imperialism, well defined as "co-operation in high and noble tasks, with the common sympathy, affection, and energy which would characterize the members of an immense family." In 1830 such a Congress would have consisted of eight representatives—two English, four Scotch, one Irish, and one Canadian. Had Daniel Webster lived to deliver his eulogy on the British Empire, would he not have added to his famous figure of the drum-beat of the Empire that it was now belted with Universities?

In defining the functions of a University, Lord Rosebery approached a more debatable and, to him, a less familiar topic. Few would agree that research is certain to follow sufficient endowment or that the higher intelligences can be trusted to take care of themselves. That the main duty of a University is to train the rank and file of Pass men is a democratic sentiment that provoked applause, but all will not approve the kind of training suggested. The chief object, according to Lord Rosebery, is not to turn out capable lawyers, doctors, teachers, and leaders of industry, but to furnish the Empire with men fitted to carry on its work—Prime Ministers and Civil Servants. It is well to exalt character above cleverness and to discount the factitious value attached to an Honours degree; but character is not peculiar to Poll men, and it is not the *telos* of a University to train politicians.

Divide et Impera.

The first paper, on "Division of Work and Specialization among Universities," was read by Sir ALFRED HOPKINSON.

His conclusions were mainly negative. To allow the State or any external authority to assign or delimit the subjects to be taught would be a fatal policy, and any formal agreement between the several Universities would be equally inadvisable and impracticable. The limitation must proceed from within. Each University, after providing for the architectonic faculties, such as mathematics and literature, must take for its motto "*Quam quisque norit artem in hac se exerceat*," and not be tempted by rivalry or ambition to establish a department for every new science.

Dr. T. H. WARREN, who followed, held that the danger of multiplication of faculties, especially in applied sciences, might be partly met by an interchange of teachers and students.

Sir ARTHUR RÜCKER deprecated the unlimited increase in the number of Universities. A few fully endowed and equipped centres of learning would do more good than a number of colleges which barely attained the minimum demanded for recognition as Universities.

Sir CHARLES WALDSTEIN maintained, on the contrary, that a University was bound to take all knowledge for its province and teach the best that was known in the best way possible. He contrasted the beggarly pittance paid to University teachers in England with the lordly incomes enjoyed by German professors, and commended the free migration of the latter from one University to another.

Post-Graduate Work.

Principal PETERSON contributed a paper (almost a pamphlet) on "Inter-University Arrangements for Post-Graduate and Research Students." As an Oxford man, a Carnegie Trustee, and the Principal of McGill University, he has had ample opportunity for examining the problems on all sides, and we must here be content to note only some of his conclusions. Unlike Lord Rosebery, he reckons post-graduate and research work as the *signum stantis Universitatis*. In America, Johns Hopkins, Columbia, and Chicago graduate students make up one quarter of the whole enrolment, and in Canada, McGill and Toronto are not far behind. Oxford and Cambridge are assuredly no less well equipped for the work, but they have not laid themselves out to attract Colonials; "they have not studied the art of putting their wares in the window." If a man already possesses a B.A. degree it is no great stimulus to be admitted to study for another B.A. degree or a reduced period of residence. Principal Peterson would have the English Universities offer the Ph.D. degree or an equivalent, and, like the American Universities, allow the candidate to qualify for it by approved graduate work partly pursued elsewhere.

State super antiquas vias.

On the second day Lord CURZON presided at the morning and Mr. BALFOUR at the afternoon session. The Chancellor of Oxford, while extending the right hand of fellowship to newer foundations, was careful to assert the prerogatives of the ancient Universities. He hoped that a century hence, when the Universities of the Empire would be numbered, not by tens, but by hundreds, they would still "look upwards to the old and famous and God-fearing Universities of the Mother Country as unto the hills whence cometh their help." Technological training they were content to leave to the younger Universities, but it was found that business men were increasingly demanding for their sons and higher employes what was known as a "gentleman's education," and Oxford was engaged in framing a mercantile curriculum to meet their need. As a Pro-Consul, and for a time the head of the most efficient Civil Service in the world, he bore testimony to the college and tutorial system of Oxford and Cambridge. It offered the best guarantee for character, which, in the conduct of government and administration, particularly in distant lands, was "more precious than rubies and more potent than regiments of armed men."

Mr. STANLEY LEATHES, First Civil Service Commissioner, contributed a paper discussing the ideal University training for Civil Servants. It must be solid, and include a grounding

in mathematics, but the humanities—history, poetry, the drama, rhetoric—should constitute the substantial core. Like Hector, in "*Troilus and Cressida*," he thought young men "unfit to hear moral philosophy." A little philosophy might serve as a whetstone of wit, but too much encouraged the purblind arrogance of intellect, and political economy was for immature minds a very *vinum dacmonum*. His ideal University course was not at present to be had, but the nearest approach to it was to be found in the classical schools of our older Universities.

Prof. SMITHELLS (Leeds) supplied a corrective to this one-sided glorification of a literary education, in which science is not even mentioned, in a paper pleading for the recognition by the Universities of professional and technological subjects as an integral part of their work.

The discussion was continued by Sir ISAMBARD OWEN, who deprecated the confounding of University degrees with professional diplomas, and Prof. CONWAY (Manchester), who advocated classical study as a bond of union between the classes.

Eastern Universities.

In opening the afternoon session on "Oriental Universities," Mr. BALFOUR confined himself to a statement of the problem without attempting to suggest any solution. In the West our traditional beliefs and customs had been gradually and almost imperceptibly modified by science. At each stage there had been mutual adjustment. In the East there was a sudden and inevitable collision between the latest science of the West and an old-world civilization that had been unchanged for centuries. The shock must be faced, but he hoped that this afternoon's discussion would show how best the benefits might be secured and the dangers mitigated.

Sir FREDERICK LUGARD, Chancellor of the University of Hong-Kong, explained how the founders of the Chinese University proposed to meet the difficulty: (1) Any religious body may establish a hostel and teach any form of religion, provided the students conformed to University regulations; (2) other students will reside in the University and be subject to the moral influence of a carefully selected staff, who will not only teach, but take part in their recreations; (3) high ideals of life and conduct will be instilled by the lives of great men, poetry and history chosen as textbooks. These, he allowed, were but palliatives, and the one essential requisite was that teachers of Orientals should adapt their methods to the requirements of the East instead of attempting to foist on the East the very form and pressure of Western civilization.

Sir THEODORE MORISON stoutly denied that the much-abused secular education in India had been a failure and on the moral side a misfortune. It had confessedly freed the public services from corruption, raised the standard of honesty in professional and commercial life, and led to national movements of social reform.

Residential Colleges and Hostels.

The subject was introduced by Mr. E. B. SARGANT in a paper describing the accommodation at present provided for students in Home and Colonial Universities. An inquiry held in 1904 showed that, outside Oxford and Cambridge, quarters for only 470 men students were provided by residential halls in the Universities of Great Britain. The superiority of such halls to private lodgings, in spite of the higher cost, was universally admitted, and the debate turned mainly on the question whether they should be self-administered or under the direction of a Warden appointed by the University. Prof. Geddes, speaking from experience, strongly deprecated the segregation of students in separate hostels for teachers, doctors, Churchmen, &c.

A Common Entrance Test.

The morning of the third session was devoted mainly to this practical question. All the speakers were agreed on the desirability of mutual recognition, but it was acknowledged that this must be gradually brought about by individual action, and that to frame an entrance test that would be accepted by all Universities was not an undertaking on which this or any Con-

gress could embark. Thus, Mr. P. E. MATHESON, the introducer, looked forward confidently to the day when all the Universities of the Empire would become accessible to all who deserved access to them; but he laid equal stress on the two principles of unity and variety, and did not suggest that his own University should remove the fatal bar of Greek. Lord RAYLEIGH, who presided, speaking as a professor of science, deplored the neglect of English, and held that English should be the basis of a common test; and the same point was pressed home by Sir EDWARD BUSK. Sir ALFRED HOPKINSON did not think that a common portal was desirable, but thought that Universities might be grouped under Joint Boards.

University Extension.

Lord Haldane was prevented by official duties from attending, and his place was taken by Lord KENYON, Deputy-Chancellor of the University of Wales. The history of the movement was related in a joint paper by Mr. J. A. R. MARRIOTT and the Rev. D. H. S. CRANAGE, the Oxford and Cambridge Secretaries. They showed how the local centres established in nearly three hundred towns had led as a direct result to the foundation of no less than seven University Colleges, and how these in turn had developed, or were in process of developing, into Universities. But when a College or University was established the extensionist work was not accomplished. It touched a large class which the college could not touch. Its object was not to give professional culture, but to raise the general level of culture. It offered knowledge for its own sake, with no bribe of scholarships and prizes or hope of advancement.

No speech in the whole course of the Congress elicited more applause than that of Mr. MANSBRIDGE, Secretary of the Workers' Educational Association. His lifelike description of a workers' class at Oxford reminded us of a dialogue of Plato; youths of sixteen and greybeards of sixty gathered round a University Socrates, who is not so much a professor as a president of debate—all eager, not only to learn, but to ventilate his own views and contribute his own *eranos* to the symposium. They want no diploma or degree, and no impending examination distracts their interest. No wonder that, under such conditions, essays are written that would be marked *A+* in Oxford Greats, and that the teachers profit no less than the taught.

The other feature of the afternoon was the account given of the University of Wisconsin, recently visited by Dr. BARRETT, of Melbourne University. No less than £25,000 a year is spent on University Extension, and it might be said that the State and the University are practically synonymous. Whatever the professors demand the Government grants without demur.

A Central University Bureau.

The last day of the Congress was devoted to the consideration of a permanent Bureau of Information, and the scheme which was framed by Dr. Parkin and endorsed in principle at an after-meeting of the delegates is a practical result which of itself would justify the convening of the Congress. No more fitting Chairman could have been selected than Lord Strathcona, who, as Chancellor of Aberdeen and of McGill University, serves as a link between the Old World and the New, as not only an Empire builder, but a patron of learning. He recalled the fact that, when he went to Canada, now seventy-five years ago, there were only three Universities. Since then six had been added. Among the national traditions which Anglo-Saxon settlers carried with them none had been more persistently followed or more generously endowed than higher education.

Dr. G. R. PARKIN, Organizing Secretary of the Rhodes Scholarship Trust, advocated a Central Bureau which should crystallize and give practical effect to the conclusions of the Congress. At present there was not even an attempt to record and utilize the vast range of educational experience represented by the Universities of the Empire. "The old Universities go on their way without any complete information about what is being done in the new; the new have

to feel their own individual way along the untried paths of development, with little consultation between each other and little opportunity to learn from the old."

The Bureau should be created by the Universities themselves and remain under their exclusive control. In Germany the work was carried out by the State; in America partly by the Bureau of Education at Washington and partly by two Associations of Universities, State supported or independent. It is the latter that we should take for our model. The first work of the Bureau would be to produce and publish a Year-book giving detailed information as to the work, members, staff, &c., of each University. Secondly, the Bureau might collect and disseminate information concerning vacant professorships and lectureships, without attempting the more delicate task of filling them. Thirdly, the Bureau could direct the increasing number of Colonial students who desire to complete their "education" at home as to the University or technical college best fitted to suit their requirements and perform the same office for emigrants from the public schools. Such a Bureau Dr. Parkin calculated could be run at a cost of £1,500 a year as a maximum. A subscription of £50 from ten of the greater Universities, of £25 from twenty lesser Universities, with smaller sums from the remainder, would furnish an adequate financial basis.

At the afternoon meeting of the delegates it was resolved to form a committee of fourteen, seven to represent the home Universities and seven the Universities overseas—two for Canada and one each for Australia, New Zealand, the Cape, India, and the Crown Colonies.

Place aux dames! We must not conclude this fragmentary and imperfect sketch of the Congress without mention of the paper on the position of women in Universities, contributed by the Principal of Alexandra College, Dublin. Miss WHITE noted the momentous change wrought in the last half-century by the admission of women to Universities, a revolution that provoked in a narrower circle no less violent opposition than the question of the franchise for women was now provoking. London led the way, and the National University of Ireland, which admitted women to the highest appointments, was the first, and so far the only, University to carry to its logical conclusion the now accepted principle of *carrière ouverte*. University life had created a new ideal of womanhood.

THE IMPERIAL TEACHERS' CONGRESS.

LONDON is having a surfeit of educational conferences this summer. The most vigorous among us has scarcely been able to keep an edge on his appetite; and the morning press, a very delicate barometer of public feeling, was tempted to give scanty recognition to the Imperial Teachers' Congress, held at Caxton Hall, Westminster, from the 13th to the 17th of last month. Caxton Hall was embannered for the occasion, so that the walls were gavenough. I mention this seemingly irrelevant fact because many of us could not for whole sessions hear the speakers, so bad were the acoustics; and our eyes, at any rate, found some measure of excitement among the scarlet of the decorations. It seems a shame that delegates from overseas had to attend what was for hours together nothing more than a dumb show. The papers were in print, however, and can be read at leisure—if ever this happens, so numerous are they.

The Conference justifies itself in collecting from different parts of the Empire a series of essays on phases of education, ranging from the curriculum and organization of rural schools to the teaching of Virgil. There were fifty-five papers in all for twelve sessions in four brief days, and we had merchandise from East and West. I should suggest to any teacher who wishes to profit by the Conference without leaving his arm-chair that he write to Mrs. Ord Marshall, the Hon. Secretary of the League of Empire, at the Caxton Hall, Westminster, S.W., and ask for copies of the papers. New South Wales sent six official delegates, Victoria eleven, South Australia nine, New Zealand one, South Africa eighteen, India six,

the Crown Colonies four, Canada fifty-seven. These figures do not include the colonial visitors who swelled the audiences.

The majority of these delegates were actual teachers—many of them in lonely places of the earth where the firstfruits of civilization have scarcely as yet been reaped—and one's imagination was fired by the sight of their bronzed faces. It must have been worth the journey to see London and join hands with other teachers, solitary as they. The Duke of Argyll and the President of the Board of Education gave addresses of welcome; so, too, the Permanent Secretary of the Board, Mr. Selby-Bigge, who spoke very cautiously, emphasizing the liberty of experiment which teachers are to enjoy under the new Code.

The discussion on Rural Schools followed the line of appeal for better staffing and a closer obedience to local conditions. In the debate on "Co-ordination in Education," Mr. J. L. Paton pleaded for a closer connexion between elementary and secondary schools in England.

Papers on "The Training of Teachers," "The Recognition of Teachers' Certificates throughout the Empire," "The Migration of Teachers," "The Teaching of the Classics," and "The Value of Housecraft and Handicraft" followed in bewildering succession on the Monday of Congress. Tuesday was occupied with a long discussion on "Technical Education." Mr. R. W. Ferguson, B.Sc., gave a fascinating account of Messrs. Cadbury's scheme of compulsory attendance at evening classes. The debate, which took place the following morning, on "English Language and Literature" (though the latter was scarcely touched upon) was of the highest importance. Sir Gilbert Parker presided. In a few chaste impromptu remarks he urged upon teachers the necessity for nurturing among their scholars the taste for literature rather than that they should insist upon reading so many pages of a set book in class. The Head Master of Winchester promised an address on "The Teaching of English Literature," but was unable to attend.

Ex-Principal Burrell, of the Borough Road Training College, gave a summary of Prof. Stanley Kidd's paper on "The Pronunciation of English." It contained a solemn warning against the divergence from standard English pronunciation in the United States and the colonies. Prof. Kidd, who is in the Chair of English at the Rhodes University College, Grahamstown, appealed for the establishment of a standard of speech throughout the Empire. It is a subject which may well have days of discussion. One delegate asserted that the most perfect utterance of English was to be found among the Maori.

Miss Althaus, of Leeds, whose book on "The Sounds of the Mother Tongue" was praised in special terms by Prof. Daniel Jones, of London University, was called upon to speak. She lamented the defective hearing among English children. "In a class of thirty, perhaps only one is capable of distinguishing subtlety of sounds and of imitating. Culture of the ear is most urgently needed, and I find that dictation is the best of all ear-helps."

Dr. Hoogenhout, of Pretoria, gave a humorous account of difficulties with which he has to deal at his Normal College. Seven nationalities are represented among as many members on his teaching staff. "Fling all these into the melting-pot, and what strange English will result!" But South Africa is aware of its deficiencies, and a committee of teachers is busy drawing up a scheme of phonetics for training colleges. The debate proved that there is need of a Language Commission to inquire into the whole question of speech purity and spelling reform. English is in peril of deterioration in more than one portion of the Empire.

The papers submitted in regard to "History and Geography" were of a technical nature, bristling with practical suggestions. Lord Selborne presided over the discussion on "The Place of History in Education," and gave the closing address at this Imperial Conference. We all value the privilege of sitting together for a few days at a common table, as in a tavern by the cross-ways, where we may compare notes with pilgrims of our craft from the furthestmost parts of Empire. After all, to meet them was the thing that mattered; the Conference was but the occasion.

SYDNEY WALTON.

THE first meeting of the recently constituted Senate of the University of Western Australia has been held at Perth. Sir Winthrop Hackett was appointed Chancellor, and Mr. Cecil Andrews, Pro-Chancellor. The Governor of the State opened the University by an address to the Senate, and expressed his satisfaction at the cordial support accorded to the founders of the new University and at the generosity of the public in aiding them with gifts of money. Sir W. Hackett is a graduate of Trinity College, Dublin, and Mr. Andrews of Oxford.

THE HEALTH CONFERENCE AND EXHIBITION.

THIS conference was held in the Horticultural Hall, Westminster, under the auspices of the National Health Society, in the last days of June, under very exalted patronage including an Archbishop, six duchesses, seven societies, and an imposing array of the chief men and women of the medical profession to the number of fifty. Perhaps each was counting on the presence of the other, for on the whole, the exhibition did not seem well attended, and the afternoon conferences were certainly neglected. It is to be hoped that the attendance was not an indication of that indifference to the national health which every lustrum seems to write more unmistakably in the physique of the younger generation.

Perhaps nothing was more extraordinary in the conferences than the way in which nearly all the papers, speeches, and discussions were left to men—always a bad omen in things dealing with the home, for it seems to point to an imposing of reform from without rather than its evolution from within. How often have we not been told that the home is woman's sphere. When a conference is held on the care of infants and every one of five speakers is a man, the sole exception being the chairman, Lady Helmsley, who reserved a few minutes for her own talk and illustrations of *crèches* at the close of the afternoon, one wonders whether woman has a sphere at all, and whether she is not reduced almost entirely to the function of the queen bee. Apart from this onesidedness, some useful information was obtainable, not without interest for those teachers who seek causes at the back of effects, and who complain of the poor, dull, weak, listless human material that congregates in the vast classes of our infant departments in the schools. The medical profession in Britain has, generally speaking, an enthusiasm equal to Rousseau's for mothers nursing their own children, a desire to destroy in one huge holocaust all the vast array of bottles, for the most part dirty, which slaughter annually many thousands of babies. But zeal for this reform is somewhat damped when the medical profession tell us that 30 oz. daily of milk of good quality is necessary for the proper nutrition of the average child. Close examination and accurate weighing of infants after feeding in Marylebone, Kensington, and Hackney showed that large numbers were getting far less than a proper quantity (leaving poor quality out of consideration), and were literally starving on 9–12 oz. of mother's milk daily.

Dr. A. Banks Raffle, School Medical Officer to the South Shields Education Committee, pointed out at the last Conference held in connexion with the Health Exhibition that the real remedy lies in the teaching of *practical* domestic economy in schools. Very much of what has already been taught for more than a quarter of a century he regards as a terrible failure, and most of us have to admit that, even when the teaching of domestic science is excellent, it has a way of never getting through to the homes. Why not? Because these homes are too degraded to be reached by any machinery we have yet discovered.

It is not too much to say that we stand in need of a root-and-branch reform with regard to women's labour. We need a change of mental attitude before anything durable and solid can be effected. Women have in this country a degraded position, and all their work suffers because of it, both in estimation and payment. It is an axiom of our political and domestic economy that to build Dreadnoughts is a work of first-class importance, deserving the highest consideration and pay; to rear, to nourish, to work for the race itself, to cook, wash, clean, keep house and so forth, is work that scarcely counts; any fool can do it, any reward will suffice. President Loubet declared that the destinies of France are bound up in her cooks: when shall we admit in our *practical* social and domestic economy that the continuance and well-being of our great Empire rests every whit as heavily on the shoulders of women as of men?

Dr. Raffle pointed out that among slum children an admirably equipped workman's cottage often fails to produce any real effect in the slum neighbourhood; whereas a simple kitchen, just a little better than what the people had themselves, furnished with such an equipment as a poor household can always have, with simple lessons in cleaning, cooking, mending, washing, &c., produces far better results than the most modern equipment of a well-appointed flat. It may be scientific to teach a child the amount of proteid in a joint of meat; but the fact has no relation to what her home conditions will let her assimilate or reproduce. The ideal for slum-land must be within easy reach of attainment, a degree or two beyond present achievement.

Dr. Raffle stated that from a fifth to a fourth of the children under his observation show malnutrition, defective clothing, want of personal cleanliness; he considers that they will take their place in society injured as a result of their bad conditions, and he adds that reference to the reports of other medical officers and to the general report of the Board of Education shows that in all industrial centres the conditions are pretty much the same. This malnutrition is not due to poverty,

but to lazy mothers who send children breakfastless to school; to "tea-dinner" and late supper; to the ignorance of the value of different foods; to the want of economical management of the house; to the child's choosing what it will eat owing to want of parental discipline. These, says Dr. Raffle, are some of the factors that work havoc in the home. But there is another vastly important one where it is necessary *chercher l'homme*, and that is, too many children in the home without any help afforded to the mother. Your representative has more than once seen a young woman manage fairly well a husband and two children in decent comfort and cleanliness. The same woman with four children—no grinding poverty nor drink to crush her—had degenerated into dirt and disorder; at the present rate of *dégringolade*, with six children to toil for, nothing will remain of her youth, good looks, good temper, good intentions. Why do our social reformers so rarely allude to one of the most potent causes of child neglect? The real beast of burden in our civilization is the working man's wife—overworked, underfed, insufficiently rested—the marvel seems not that some drink, but that so many have the heart to go on. As a matter of sound common sense, it is the old error of all civilizations that ails our own: the under-payment of the workers of society that the wealthy may wallow in senseless luxury; and the under-payment and depreciation of women simply because they are women, which brings a host of evils in its train, evils that recoil on men, particularly on the men of the working classes.

Dr. C. B. Moss-Blundell, School Medical Officer, Hunts, made an excellent speech on the necessity for further manual training in our public elementary schools. It is certain that numbers of our children will not, under present conditions, make good "scholars," and doubtless that all children be taught thoroughly the three R's and elementary drawing is desirable. He seems to leave out what should certainly be added—singing for lung development and gymnastics for the physique. But, even with this modest program, one easily reaches the age of thirteen, and we do not agree that eleven and a half is a good age to begin manual training to the extent of devoting half a day to it. The age of fourteen is ample time for this, and we are, let us hope, within measurable distance of demanding that the school-leaving age in this wealthy country be sixteen. Dr. Moss-Blundell considered that boys of eleven and a half years might be apprenticed to local tradesmen to learn a craft; but a craftsman is not necessarily a useful teacher of his craft, however much he himself may excel in it, a fact which adds enormously to the difficulty of apprenticeship and which has already resulted in the opening of trade schools both here and on the Continent. There is also the consideration that numbers of men and women ready to take apprentices excel neither in their craft nor yet in the art of explaining it to would-be learners. Far more will yet need to be made of the disposition of manufacturers to have properly taught classes in connexion with their various businesses, classes which should always be under the supervision of the Education Authorities. As in Germany the time for such classes should be during the day, the manufacturer's day, as it is the worst possible economy to work young people day and night.

One afternoon conference was devoted to the question of better housing, every speaker declaring from experience how feeble is the hold of the Local Government Board over Local Authorities of the do-nothing type, who fold their hands and cry for a little more sleep, a little more slumber. The idea of a little coercion for such bodies has a pleasant savour. England does at present seem in danger of forgetting what Lord Beaconsfield tried to impress on British politicians forty years ago, an attempt that failed completely: "The health of the people is the statesman's first consideration."

C. S. B.

THE TEACHING OF CHEMISTRY.

A PROTEST BY JESSIE WHITE, D.Sc.

AN article bearing this title appeared in the April number of *The Journal of Education* above the initials "G. F. H." It dealt with the teaching of boys, and the experience upon which it was based was evidently derived from a school or schools preparing pupils for the Higher Certificate, and in which the Senior and even the Junior Cambridge Local Examinations are not despised. It is to be regretted that a writer who deals with so important a subject in a professional journal did not give his name and fuller indications of his experience.

The object of the article is to advocate a modification of the heuristic method by a reinstatement of the lecture and the use of a textbook. The ostensible reason for this advocacy

is the necessity for a quicker pace in covering the ground than is possible by the slow, purely heuristic method if boys are to be entered in chemistry for various school examinations.

Now, the heuristic method is a pedagogic method of teaching science opposed to the antiquated methods of lecture and textbook. The essence of it is that it brings the pupil into direct contact with matter. It sets him to ask questions and to find the answers to these questions himself as the outcome of his own experimenting. It avails itself of the curiosity natural to youth and satisfies his yearning for activity. It does not stifle this curiosity by setting down before him, either by means of a textbook or of a lecture, a number of ready-made facts which he might himself have arrived at by experimenting or observation had he been allowed squarely to face matter. The attitude of the pupil is one of discovery; hence the name "heuristic." It is a method in which the pupil finds answers to questions which he understands. It is by no means tied down to one syllabus. It is quite a mistake to think that, because the pupil's attitude is genuinely one of discovery, he is to work without guidance or that no supplementing is ever to be given by the teacher.

That such supplementing requires lectures and lecture experiments I do not admit. "G. F. H.," however, says: "It will be generally conceded that a certain amount of the time must be devoted to lectures and lecture experiments. To follow out a subject to its logical conclusion, there are some experiments which cannot be done by the class. The consequence is that beginners in chemistry spend a large proportion of their limited time in getting down into their notebooks a more or less verbatim report of the lecture, and in sketching the lecture apparatus." From this it is evident that "G. F. H." has never grasped the inwardness of the heuristic method, or he would have realized that it has no need of lectures, and would never allow of experiments for the sake of following out a subject to its logical conclusion.

Sometimes, of course mainly for economic reasons, the heuristic teacher has a lecture-table experiment, but he takes care that the class regards this as a joint experiment, and he tries as much as possible to keep their attitude what it would be if each pupil or pair of pupils had a separate apparatus. Just as in their own experimenting they sketch the apparatus, so they do in the joint experiment. And this sketch, together with the description of the experiment given in his own language, is put straight away in the pupil's best and only notebook.

It is evident that "G. F. H." has taught in schools in which H.M.I. has not yet spread his beneficent influence. Otherwise he would have learnt that rough notebooks, and the copying of notes into best notebooks for home work, are inadmissible, and that such a thing as copying a lecture from the blackboard belongs to the days of "talk and chalk," and not to the days of the heuristic method. One only needs the gentle encouragement of H.M.I. to discover that the pupils can, when this same gentle encouragement is passed on, write there and then clear and interesting accounts of their experiments in good simple English. The time may arrive when the science-master himself and his colleagues will realize the value of the science lesson as an instrument in the mastery of English. Now and then it may be necessary to dictate a definition, but it is only when corrections of numerical problems set for home work have to be given that there is need of copying from the blackboard.

I do not deny that assistance in linguistic difficulties has to be given at first, and to some pupils more than to others. But such help is given, when it is needed and asked for, by a teacher who spares no pains in getting into direct relations with the minds of his pupils, and who for this reason does not shirk the continuous exacting work of correcting the notebooks directly after each fresh piece of work is done.

"The heuristic method," says "G. F. H.," "requires that the average boy shall be able to reason in an intelligent and logical manner, and thereby to draw conclusions from his experiments, which, if not the correct ones, will at least have some reasonable appearance of being so." He thinks that chemistry masters will concede that 50 per cent. of the boys just

starting chemistry have no reasoning and deductive powers at all, and that two thirds of the remaining 50 per cent. will draw any conclusion but the correct one. The example which he furnishes suggests that for "the correct one" we should read "the one the master wants." This example throws illumination on what "G. F. H." considers the heuristic method.

A boy, he tells us, heats some copper and finds that it thereby increases in weight. He is asked what conclusion he would draw from his experiment. His answer, we are told, will most likely be, "Well, I should say that there is an increase in weight." This answer is taken as denoting absence of reasoning power. Why it should be so taken I fail to see. It seems to me to point to sound common sense on the part of the boy. He is a sane human being whose actions are purposive. He likes to know why he is doing things. His object in first weighing, then heating, then cooling, and reweighing the copper is to find whether heating causes it to increase in weight. There is no *a priori* reason why it should increase—it might just as likely remain the same weight or decrease. In the state of knowledge in which the boy is, there is no more reason to expect one of these three alternatives rather than any other. But he finds that it balances a larger weight at the second weighing, and he finds, if the various weighings made by the different pairs of workers are written on the blackboard, that his experience agrees with that of his fellows. He concludes, therefore, that it has increased in weight. This is the answer to the question he put, and in giving this answer there is reasoning involved. Having gained this answer, he may go on to ask why this happened; but to do this is to ask a fresh question which demands fresh experiment, and not to draw a conclusion from the experiment already done. It is, no doubt, owing to the fact that chemistry masters are not content to let boys ask and answer one question at a time that they come to the conclusion—if, indeed, they do—that 50 per cent. of their beginners have no reasoning power at all.

"G. F. H." naively remarks that in many cases the boys cannot distinguish between an observation and a deduction. But observation and inference are so interwoven that what we often call in common parlance observation is largely inference. The more familiar we are with a subject the more inference is involved in our perception, and the inexperienced teacher finds difficulty in putting himself in the place of the child whose perceptions have not yet gained this fringe of inferences. The first task of the heuristic teacher is to let the child amplify his perceptions through his experiments, and if the questions asked are unambiguous and understood, there will be no difficulty on the child's part in gathering from the experiment just the answer wanted. As we have seen, each answer leads to a fresh question. Sometimes such questions will have to be deferred because they cannot easily be answered, or answered satisfactorily, at this stage; but in answering the fresh questions adopted by the class the methods and ideas involved in previous experimenting are made use of. Each experiment ought to mark an advance. The wider the field becomes the more use can be made, and consciously made, of analogy. Nothing plays a more important part in building up system in chemistry than analogy. It is in the use that they are able to make of analogy that the difference in power of the various pupils is most plainly seen. This depends on difference of memory power. It involves a sweep over the whole field surveyed. Whereas such a sweep comes easy to the more intelligent members of the class, it certainly does not to the least intelligent. It would be a great help to the heuristic teacher of chemistry if he had detailed knowledge of the memory power of the backward pupils. He feels that it is a lack of memory which prevents their making the same progress as the others. He recognizes that it is quite a delusion to believe, as the originators of the heuristic method did, that doing will entail remembering. Sad experience convinces him that they cannot remember even what they have done many times. The problem for him is how to keep them from a discouragement which will prevent their working the experiments with all the intensity of which they are capable. The

teacher's ideal is undoubtedly to keep every member of the class working to the extent of his capacity; to permit of individual differences of treatment without sacrificing the collective character of the work of the class.

The so-called heuristic textbook is, to my mind, no aid in the solution of this problem, which only the resourcefulness of each teacher in face of his class can solve. Its effect is to hamper. To the more intelligent pupils it gives too much. They need only the barest suggestions as to apparatus and method when once the aim of the experiment is understood, and they are quite capable of recognizing what the result of their experiment means. To the least intelligent it cannot supply the place of the suggestion and supervision of the teacher, and, if the apparatus used by the class differs in any particular from that assumed in the book, these pupils have not sufficient adaptability to avoid confusion. It further prevents the teacher from recognizing the real powers of his pupils, and thus prevents him from supplying to them material which suits their needs.

It is on this account that heuristic teachers who believe in their method do not use a textbook, although this entails making the task of science teaching more exacting than that of teaching any other subject.

With some of the criticism of first-year courses in chemistry offered by "G. F. H." I am in agreement. I regard it as essential to give as soon as chemistry proper—that is, the study of substances and their behaviour under conditions that produce change—is begun, the distinction between elements and compounds. I do so because of the fundamental nature of this distinction and because it is one which rests on the collective experience of a succession of workers, and which cannot possibly be reached by the child. It is a distinction which is easily understood. Supplied with it the pupil can attempt the solution of questions as to constitution and reaction heuristically; without it he may add to his concrete knowledge of substances, but he can make no real advance towards that logical systematization of his knowledge which is the goal which his teacher has in view for him. Consequently to postpone the giving of this distinction until some time after the treatment of combustion is a mistake. When once the child's interest is set on substances and the changes which they undergo, provided we wish him to advance in the study of chemistry, it is pedagogically unwise to digress to such subjects as the structure of a candle or coal-gas flame or to return to such physical subjects as solubility, crystallization, and crystallography. These subjects are best treated before combustion. They afford a very wide and useful field of interest, lead to first-hand knowledge of a number of substances which will afterwards be dealt with from the point of view of constitution, and they yield a number of questions involving numerical answers such as are particularly valuable in requiring a high standard of carefulness and in impressing on the child the idea of uniformity. A teacher soon becomes aware of the powers of his class, and, if solubility curves which they make are likely to turn out "useless and weird," they had best be omitted at a stage when they obviously make too great a demand on the child's technical skill. The study of these topics is not bound up with the heuristic method.

As I said before, the heuristic method does not commit us to any one syllabus. Chemistry proper, in which constitution and reaction become the main points of view from which our questions are asked, seems to me to afford the very finest field for its exercise. The child worms his way into the science by his own experiments. He asks one question at a time, and answers it. When he has reached some new distinction, such as that between a basic and acidic oxide, he reviews and reorganizes the field already surveyed.

Perhaps one illustration serves to show how such a method differs from the older method of procedure. Having reached the idea of oxygen through his study of air and water, he does not prepare it in the usual manner from potassium chlorate, because this substance contains elements as yet unheard of by him. But he takes it from an oxygen cylinder, and experiments with it to find how it reacts with heated carbon and sulphur. This opens up many new paths of inquiry. The principle is

to enlarge the field of knowledge bit by bit, and to organize wherever possible. A network of relations is the goal.

But why require a textbook or a lecture? The small boy and the small girl need neither unless, indeed, by reason of some secondary aim in the teaching beyond that of progress in the science.

JOTTINGS.

A TESTIMONIAL is being raised to Miss Minasi, for nearly thirty years Head Mistress of the Highbury and Islington High School, which was closed last Christmas by the G.P.D.S.T. During that period nearly one thousand seven hundred girls have passed through her hands. Subscriptions will be received by Miss Hilda Harwood, 25 Aberdeen Park, N.

THE Cambridge University Press will publish shortly a complete edition of Rousseau's political writings, with an introduction by Mr. C. E. Vaughan, of Leeds. The MSS. in the libraries of Geneva and Neuchâtel have been collated and various fragments, hitherto unknown, have been added.

MR. C. P. TREVELYAN spoke with a refreshing candour before the Joint Committee of Lords and Commons on the question of the preservation of ancient monuments. The Board of Education, he said, is encouraging in every possible way the visits of school-children to places of historic interest. It would be a good thing if they had a Kenilworth Castle near every school. As to the money difficulty, which someone always raises on these occasions, the Parliamentary Secretary of the Board confessed he did not know where the money came from—presumably, therefore, not from the Board—but he did not think any question of money should be allowed to stand in the way. Our impression is that the widening of the conception of school education which these visits imply is more considered in elementary than in secondary schools. We should be the last to criticize the tradition of steady work during school hours, of which our secondary schools may well be proud. Nevertheless the educational value of properly organized visits to museums, picture galleries, and places of historic interest ought not to be overlooked.

THE question of the supply of officers for the Army seems to go from bad to worse, for, while Lord Haldane is assuring the Duke of Bedford in the House of Lords that all is well, the War Office is sending out printed letters to ex-cadets of the Officers' Training Corps, as to whose capacity to command they are practically without information, inviting them to join the "General Reserve of Officers." These so-called officers are to be under no obligation to undergo training, but will be required to come forward in a national emergency. Action of this kind on the part of the War Office is really the negation of administration which could only be justified in a supreme national emergency. We are indeed in a parlous state if, in time of peace, the King's Commission can be obtained by replying to a printed letter from the War Office without any obligation except to send once a year a notification of one's existence, and to come forward if required.

HEUREKA! Mr. J. T. Faragher, of Lawrence Road Elementary School, Liverpool, has discovered the *Pou Sto*, "a new and powerful lever calculated to upraise the masses, beginning with the children," which "gives the world a great push in the right direction and helps to make this earth a heaven." It is all as simple as Columbus's egg, and the teacher has only to provide himself with a supply of gilt buttons, shields and medals, and—a cane. It would not be fair to give away the secret, which is revealed in "Faragher's Medal System," price 3d.

SIR SWIRE SMITH and Mr. C. Stephenson, of the City of Bradford School of Art, have been appointed members of the Standing Committee of Advice for Education in Art.

THE Report of the National Committee of Fifteen on Geometry Syllabus, which has been under consideration for nearly three years, has finally been published in a pamphlet of eighty pages and is ready for distribution to teachers of geometry and all others interested. This report was prepared under the joint auspices of the American Federation of Teachers of the Mathematical and

Natural Sciences and the National Education Association. It includes an historical introduction and sections on axioms and definitions, on exercises and problems, in addition to the syllabus of plane and solid geometry. It is hoped by the Committee that this report may be of great service to all teachers of geometry, and to this end that it may have a wide distribution among all interested. Copies may be secured gratis upon application to the Commissioner of Education, Department of the Interior, Washington, D.C.

THE *Manchester Guardian* gives an account of a marvellous calculating boy of fifteen, a native of Tinnevely. Questioned by the Postmaster-General of Madras, he answered almost instantly the cube of 6,613, and the cube root of 79,507, and divided a line of sixteen figures by one of six. He is illiterate both in English and Tamil, looks like an idiot, and is very shy.

UNIVERSITY OF BRISTOL.—At a special meeting of Council held on July 19, Miss Amy Mullock, M.Sc., Vice-Principal of the Cambridge Training College, was appointed Mistress of Method in succession to Miss Marian F. Pease, who is retiring at the end of the present session.

THE Glamorgan County Council will hold its annual Summer School at Barry from July 29 to August 24, under the direction of Mr. A. Sutcliffe. The fees for students outside the county are £3 for four weeks and £2. 10s. for three weeks. A full prospectus may be obtained on application to Secretary, Education Department, County Hall, Cardiff.

THE Scheme and Regulations for the Examination for Certificates in French and German of the University of London are now issued. The examination will consist of an essay in English and one in the foreign language; translation from it into English; dictation; phonetics; an oral examination of half an hour, for which the candidate will submit three prepared books. The examination, it will be seen, is specially designed for teachers native and foreign, and the first will be held next August.

WE mentioned last month the production in the Perse School, Cambridge, of two plays, written as part of their ordinary school work in English composition by the boys who acted them. These plays have now been published by W. Haffer & Sons, Cambridge; and Mr. H. Caldwell Cook, the English master to whose inspiration and guidance the success of these literary and dramatic efforts is due, has written an introduction explaining his methods of work.

THE Insurance Act will be presenting no easy problem to hundreds of head masters and head mistresses during the next few weeks. When the salary is paid it is necessary to fix stamps on the employer's card for the period covered by the payment. This, in the case of the assistant teacher, includes the holidays. Payment should therefore be made by means of the stamps on the card for the whole period covered, beginning with July 13—i.e., in many cases up to September. The card may be left in the hands of the employer. As all assistants compulsorily insured will probably be joining the Secondary, Technical, and University Teachers' Insurance Society, 35 John Street, W.C., the most convenient method for all parties will be to let the cards remain in the hands of the head master and to be forwarded together when full.

FRANCES LADY SHELLEY, in her recently published *Diary*, gives us a glimpse of Pestalozzi, whom she met in her Swiss travels. They conversed in French and German, but he was equally unintelligible in both languages. "It is, of course, possible that this woolly-headed exponent of an obscure method of teaching may have a genius for clearing the ideas of his scholars. I am sure I hope so." We are reminded of Goethe between Lavater and Basedow: "Propheten rechts, Propheten links, das Weltkind in der Mitte."

THE Arthur Hugh Clough Scholarship has been awarded to Miss A. Yoxall (St. Paul's Girls' School and Newnham College), who attained the standard of a First Class in this year's Classical Tripos. This scholarship was founded by Mrs. Clough in memory of her husband. It is of the value of £40 a year, and is awarded annually to a candidate who has resided at Newnham College for three years and who wishes to continue her studies there for a fourth year.

THE Council of the London (Royal Free Hospital) School of Medicine for Women, has made the following awards:—The

St. Dunstan's Medical Exhibition, value £60 for three or five years, to Miss A. M. Kerr, of the Clapham High School. The School Scholarship, value £30, to Miss E. M. Scarborough, of Trinity Hall, Southport. The Phipson Post-graduate Scholarship, value £40, to Miss C. L. Houlton, M.B., B.S. Lond.

IN accordance with the Order in Council, a preliminary meeting of the Teachers' Registration Council was summoned by the Board of Education, and met at the Offices of the Board on July 22. There was a full attendance, and the members were welcomed by the President. The proceedings were private, but we understand that a vote was passed requesting Mr. Arthur Acland to allow himself to be nominated as Chairman. The first formal meeting will be held in the first week of October.

REGISTRATION COUNCIL.

THE following is a complete list of members, with the bodies by whom they are appointed:—

The Dean of Christ Church	... University of Oxford.
Mr. W. Durnford	... Cambridge.
Mr. H. B. Jevons	... Durham.
Sir Henry Miers	... London.
Prof. J. J. Findlay	... Manchester.
Prof. A. Hughes	... Birmingham.
Prof. Campagnac	... Liverpool.
Prof. A. Smithells	... Leeds.
The Vice-Chancellor*	... Sheffield.
Prof. Wertheimer	... Bristol.
Sir Harry Reichel	... Wales.
Misses Broome, Cleghorn, Conway, Messrs. Bentliff, Croft, Marshall Jackman, G. Sharples	National Union of Teachers.
Miss Goodwin, Mr. Iliffe	Nat. Assoc. of Head Teachers.
Miss Phillips, Mr. Underdown	Nat. Feder. of Class Teachers.
Dr. James Gow	Head Masters' Conference.
Dr. McClure	Head Masters' Association.
Miss Douglas, Miss Gadesden	Head Mistresses' Association.
Miss E. S. Lees	Assistant Mistresses' Association.
Mr. F. Ritchie	Preparatory Schools.
Mr. Rushbrooke	College of Preceptors.
Mr. F. Storr	Teachers' Guild.
Miss E. R. Murray	Froebel Society.
Mr. F. Wilkinson	Technical Institutions.
Mr. P. Abbott	Teachers in Technical Institutions.
Mr. Carpenter †	The three Art Societies.
Dr. H. W. Richards	The seven Music Societies.
Mr. A. Nixon	Shorthand, &c.
Miss Marsden	Domestic Science.
Mr. W. Pearson Smith	Manual Training and Handwork.
Mr. Guy M. Campbell	Physical Education, &c.
Mr. A. J. Storey	Deaf.
Lady Frances Campbell	Blind.
Prof. John Adams	Training.

* When appointed. † Appointed by the Council.

REVIEWS AND MINOR NOTICES.

The Learning Process. By S. S. COLVIN, Ph.D.
(5s. 6d. net. Macmillan.)

We have here a curious mixture of the best that is to be found in the old and the new methods of dealing with the practical problems of school education. The great complaint against the older books was that psychology and education were kept apart. The newer complaint is that psychology is disappearing altogether, and nothing but a *résumé* of empirically obtained principles is left. In this book we have both sound theory and intelligent practical advice, though it has to be admitted that the theory is more prominently brought forward. It is really a psychological treatise with an educational bias. There is a general thesis running through the whole book: that the manipulation of consciousness is the funda-

mental problem of education. The work might quite fairly be entitled "The Incidence of Consciousness in Education." Le Bon's motto: "L'éducation est l'art de faire passer le conscient dans l'inconscient," might well stand at the head of Prof. Colvin's contribution.

Along with the element of purpose, which with Welton and other recent writers our author keeps well in view, is the distinction between the two worlds, the inner and the outer. Education may be said to be the process by which the individual absorbs and is at the same time absorbed by his environment. But Dr. Colvin is careful to avoid the dualism to which this conception is apt to lead. He tells us quite bluntly that: "The two worlds, the imagined and the real, are not finally two worlds. Eventually the imagined must be realized, and the ideal must be made a part of my concrete achievement." Underlying the whole argument of the book is the conception of the object as "in the last analysis something to which we make an adjustment." This view preserves the activity of the mind throughout all mental process. Where a certain difficulty arises in following our author is in his treatment of those reactions that precede the appearance of that form of consciousness that is usually called self-consciousness. Dr. Colvin is not very successful in making the transition from what Herbart calls the objective will or character to the subjective. It may be impossible to bridge the gulf between the objective and the subjective state, but the existence of the gulf should be acknowledged. For example, what meaning are we to attach to those *mimetic images* that Dr. Colvin tells us "are the deepest and most subtle things in our thinking"? They evidently fall within our consciousness, but do they come within the range of our self-consciousness? The mention of these images rouses an uneasy feeling that they and similar influences may determine a great deal of our thinking without coming under our control, in the sense of being amenable to our reason. Of course there is the possibility of making use of the intellect in wrong places. As Dr. Colvin remarks at a later stage, "It may be that intellectualizing what ought to be an emotional attitude is a dangerous procedure." Indeed, he adopts the position underlying the German *Bewusstseinslage*. His rendering of the term is "attitudinal feel," and he uses the conception to produce a state of uniformity that is a little bewildering to those brought up on the more cut-and-dry distinctions of the older psychology. There has always been a difficulty in marking off perception from apperception, but Dr. Colvin goes the length of accepting perception, conception, and judgment as being merely different stages of the same mental process. In his recent little book on Bergson, Mr. Carr describes this Frenchman as "the philosopher of change." But as a modern Heraclitean Dr. Colvin may claim equal rank with Bergson. However, he makes a compensating change to enable us to make ourselves at home in our surroundings. "That which best fits into experience, which most uniformly satisfies the intelligence, is the truth; and since experience must ever change, there is no truth that is absolute and that will stand the test of the ages." We are willing to accept this compensating fluctuation in truth, but in the above statement the word "intelligence" rather suggests intellect, and, if this be so, intellect and experience seem to be identified in a way that hardly squares with Dr. Colvin's general scheme.

Of the utmost consequence to educational theory is the view advanced by Jung and Freud that various early formed thought complexes are of much more importance than they are usually thought to be. Dr. Colvin points out that if their view is right, then "the crises of life are perhaps to be found in its earliest years, and the great educative problems of the race are to be solved in the nursery and the kindergarten, rather than in the high school and the university." From this it follows that the elementary teacher should rank much higher than he does at present, and further, that the necessity for consciousness in the educative process is not so great as is generally supposed. But here Dr. Colvin seems to miss the point that while the early period may determine the great ruling tendencies of life, the consciousness is the one portal by

which these great tendencies may be approached: it is the one means at the educator's disposal for manipulating forces already existing.

The reader is not to imagine that the book is entirely given up to such more or less abstract speculations. It has an intensely practical bias. We are brought into touch with school problems at every turn. Many of the chapters, notably the two on Attention, and that on "Economy in Memory and Association," are full of practical suggestions that all intelligent teachers will welcome. It is cheering, for example, to find that a professor of psychology is able to assure teachers that one of the greatest distractions in learning is to be made to sit quite still. Dr. Colvin cuts the knot of the interminable tangle round voluntary, involuntary, non-voluntary, and spontaneous attention. He recognizes merely the two kinds, active and passive, and these two will be found to serve all the teacher's needs.

Into the quagmire of formal discipline it is surely unnecessary to follow our author, though he devotes three whole chapters to what is certainly a very important stage in the development of education. But the battle is now over. Formal discipline as an active theory on the old lines has been for some time dead, though many practical teachers do not yet seem to have received funeral notices. What is left of the theory, the element of truth that has been involved in it all along, is excellently set forth in this volume.

The general impression left by the whole book is that of an extremely vigorous and well-informed treatment of a subject of great range and difficulty. Probably it will appeal more to teachers in actual practice than is usual with books dealing with such matters, for the reason that experienced teachers will be able to supply the background necessary to get the full advantage of the writer's valuable generalizations.

The Teachers' Encyclopædia. Vol. VII. Edited by J. P. LAURIE. (8s. 6d. Caxton Publishing Co.)

"Encyclopædia" is defined in "The Oxford Dictionary" as "an elaborate and exhaustive repertory of information on all the branches of some particular art or department of knowledge, especially one in alphabetical order." "The Teachers' Encyclopædia" does not pretend to satisfy this definition, and, as we pointed out in our notice of the earlier volumes, it is in fact a series of monographs on certain branches and aspects of education by "eminent educational writers, thinkers, professors, and teachers of the day." The General Index, both in what it admits and omits, indicates the character of the work. We naturally turn first to find new light on the burning questions of the day, but under "Examination," "Inspection," "Registration," "Pensions" we draw blanks. "Public Schools" is also a blank, and we find "Clifton College" and "Stonyhurst," but not "Winchester" or "Eton." "Chimney-sweeping Acts" are there, but not the Education Acts of 1870 and 1902. Of Royal Commissions there is no mention. We have "Scissors, how to hold," and "Doll's Garments" (twice), but of "Women's Colleges" there is not a trace. Under names we miss Matthew and Thomas Arnold, Edward Thring, Goethe, J. P. Richter, Pascal (Port Royal), and all recent French and American educators. Under Theory "Apperception," "Intensive Study," "Humanist," "Reformed Methods" are to seek. For some of these omissions doubtless the Index alone is to blame, but the teacher who relies on the title will be disappointed at finding no "Globe of Precepts" as in the ancient Schmid or Rein or Buisson.

The concluding volume is occupied with the history of educational thought and intended "to weld together and place in their relation to the past the many subjects discussed and the views expressed in the earlier volumes." Prof. Darroch and his assistant, Mr. Drevor, who contributes the first chapter on Greece and Rome, write what the editor claims to be a complete textbook of the subject, and, with certain reservations, we may allow the claim. The student will find a clear exposition of the main epochs and leaders of thought which might serve him as an introduction to Prof. Adams's more philosophic and abstract treatise reviewed in our last

number, but there are many lacunæ that he will have to supplement. Thus, at one end, the education of the Hebrews, which supplied the model for Puritanism, and, at the other, the renaissance of Japan, are movements in the world's history which deserve some notice. We may further complain that the bibliographical references at the end of each chapter are worthless for research. The same familiar textbooks—Quick, S. S. Laurie, Adamson, Monroe, O. Browning, Compayré—appear over and over again.

The volume ends with a miscellaneous supplement: two articles on "Training of Teachers" in Scotland and England respectively by Dr. A. Morgan and Mr. T. Rayment; "The Teacher's Library," by Prof. Adams; and "The National Union of Teachers," by Sir James Yoxall. Prof. Adams gives us a suggestive causerie, which the teacher would do well to consult if he is deliberating what books to take away with him for the summer holidays. We cannot, however, avoid contrasting it with "Bibliographie" in Buisson—an article that would fill some sixty pages of this Encyclopædia.

There are not a few misprints. Compayré appears as "Compayné," "Compayne," and "Compaire"; Bass Mallinger as "Mullingar" more than once, and the latter is credited with the barbarism *ornamentata*.

Poetry and Prose. By ADOLPHUS ALFRED JACK.
(6s. net. Constable.)

The sub-title, "Essays on Modern English Poetry," defines more exactly the contents of this volume, and a still more accurate definition would be "Lectures on certain modern English poets." It is true that there is a single idea underlying the whole, and each essay may be represented as an attempt to illustrate from a particular point what is poetry and what is not; but the formal thesis is disposed of in a preliminary lecture, modestly called a note, and throughout we miss what the title leads us to expect, a treatment of the language and rhythm of poetry as distinguished from prose. Of the seven poets thus analysed—Gray, Burns, Wordsworth, Byron, Emerson, Matthew Arnold, and Meredith—five are household words, and the Professor has purposely chosen familiar themes in order that he may bring home to every reader what he consciously or unconsciously feels about poetry. One reader, as he followed the Professor's acute, subtle, and often profound analysis, was reminded of a Platonic dialogue in which Socrates convinces an ignorant slave that he is a born geometrician. For a lecturer to credit his audience with more wits than he knows they can possess is a trick of the trade, and few readers will resent the assumption. They may, however, with some justice, object to the somewhat artificial labels attached to each name. For instance, the first label, "social or prose poetry," is wholly inadequate to characterize Gray, a scholarly recluse and a consummate artist in language. The label for Arnold, "critical poetry," is nearer the mark, and we remember Arnold's erratic definition of poetry as criticism of life; and yet to us Arnold appeals not as the *vates dubitantium*, but as the painter of still life, of description tinged by emotion, by "Thyrsis and The Scholar Gipsy," "Tristram and Iseult," and "The Forsaken Merman." "The poet as teacher" would apply no less to Wordsworth than to Emerson. Perhaps we have unduly emphasized this defect. The lecturer, like the preacher, is bound to take a text, but not bound to stick to it, and here the digressions are the most valuable part of the discourse. In the analysis of Emerson's poems he is breaking almost virgin soil, and he makes us understand why Emerson was the late Prof. Tyndall's favourite poet.

On Byron it is hard to be original, and this is the weakest of the lectures. It is difficult to reconcile "no bigger or more generous heart ever beat in human bosom" with "at bottom he was an ordinary man, exempt from hardly one of society's brassier vices. Of 'English Bards and Scotch Reviewers' we read: 'Its clangour, its 'vim' (sic), its random brutality, exactly caught the fancy of Byron's public. John Bull with a genius, he lived before John Bull was deceased.' The critic seems here infected with the Byronic style."

We have criticized freely, and the chief merit of the volume is that it provokes criticism. If Prof. Jack fails to make his readers think with him, he will have compelled them to think. He is himself a poet and no mean judge of poetry.

Pitt and Napoleon: Essays and Letters. By J. HOLLAND ROSE. (10s. 6d. net. Bell.)

This may be described as an overflow volume from Dr. Rose's "Life of Pitt." It consists of essays, dealing for the most part with particular aspects or episodes of Pitt's career, and of letters written to or by Pitt, or relating to him. It opens with an appreciation of Pitt's oratory, and goes on to discuss his relation to Lord Fitzwilliam's viceroyalty, to the Quiberon disaster, and to the occupation of Corsica, and his efforts to amend the Poor Law. Whether Napoleon really meant to invade England, and what was the true significance of Trafalgar, are examined with the care and thoroughness which always mark Dr. Rose's work. As regards invasion, his conclusion is that Napoleon was determined to make the attempt, and that his preparations were no mere feint, but that his purpose fluctuated, to some extent, from time to time. The significance of Trafalgar was that it was the starting-point of Napoleon's Continental system, which, beginning with the Berlin Decrees, led him in due course to Spain and to Russia, and eventually proved his ruin.

There is an essay on Marbot's Memoirs, in which fresh evidence of their untrustworthiness is brought forward; and there is one on Napoleon's conception of the battle of Waterloo, which seems to be due rather to the irresistible attraction of the subject than to any new light which Dr. Rose has to throw upon it. These are hardly in place in a volume which is practically a supplement to the life of Pitt. The same may be said of the interesting "Interview with Napoleon in Elba" by Major Vivian, which is reprinted. It would have been better to reserve them all for some future volume of Napoleonic studies.

On the other hand, Pitt's letters, and those to Pitt from George III, Lord Grenville, Windham, Canning, and Lord Harrowby are a most valuable addition to the biography, and one would gladly have had more of them. They often supply important links, as Dr. Rose points out, to correspondence printed in other collections, such as the Dropmore Papers. This is the case, for instance, with Grenville's letters to Pitt and Dundas in April 1800, which show how eager he was that fifteen thousand men should be sent to the Mediterranean to help the Austrians in dealing with Masséna, a step which would have changed the course of the Marengo campaign. Canning's letters are very characteristic. In one of them, after the *coup d'état* of Brumaire, he confidently predicts a Royalist restoration, Bonaparte playing the part of Monk. In November 1805 he is vehemently urging an expedition to Walcheren, for which, when it proved a failure four years afterwards, he blamed Castlereagh. In the same letter he shows impatience of Moore, as a man so careful of his military reputation that he makes objection to whatever is proposed. By the by, the editor of "Moore's Diary" is mentioned in a foot-note as Sir F. D. Maurice, a confusion of father and son; and Novossittzoff is spoken of as one of the Czar's *confidantes*.

Great Educators of Three Centuries. By F. P. GRAVES, Ph.D. (5s. net. Macmillan.)

As a *πάρρηγορ* and during the intervals of his larger work on the history of education (the third and last volume of which has yet to appear), Dr. Graves has given us this short summary (an outgrowth of his lectures, he tells us) of the lives, aims, and influence of the more important "educators" since the Renaissance, "broken lights," as it were, emphasizing the salient features of each man without any attempt at historical perspective. But, although that is all the author claims for it, is more than a mere summary. Connecting links are not given explicitly, but Dr. Graves's lucidity makes it easy for us to trace the main lines of development running through the different biographies. At the beginning there is prominent the influence of Bacon's pansophic method, put into practice by Comenius (the first exponent of the "educational ladder"), and reaching its

logical extreme in the hands of Locke. Then (in education as in philosophy) the centre of gravity shifted to Germany, where the far-reaching influence of Francke and Basedow put the theories of Rousseau and Pestalozzi into more extensive practice than elsewhere, while the growth of psychology as a basis for education, first dimly seen in Rousseau's "Emile" with its recognition of stages of development, suddenly filled the horizon when Herbart founded a system of education on a psychology he had himself worked out. We miss in this connexion an account of the educational theories of Kant, who was, after all, the first really to found education on a self-made psychology. Other names find a place also—Froebel and his kindergarten, Lancaster and Bell, and Herbert Spencer, to whom Dr. Graves gives, perhaps, less than his due. The author, who follows, where possible, the excellent method of letting the exponent speak for himself, has succeeded in condensing details without obscuring the connecting links in the chain, and we are grateful for a most useful summary. A comprehensive bibliography is appended to each life.

Local Government Handbook on Education. By H. OSMAN NEWLAND. (6s. net. Griffin.)

This Handbook supplies in a convenient form a fairly comprehensive and complete review of educational machinery in England, with chapters on education in Wales, Scotland and Ireland, and other lands. It is informative rather than critical, and is intended, as the author says, as a book of reference for "the councillor, the manager, or other officer who has to deal with education, or the parent, the educationist, or other person interested in scholastic matters." In these days of administrative change and progressive legislation it is doubtful whether it is wise to attempt to cover, in one volume, the various aspects of the educational problem which Mr. Osman Newland includes in his book. It contains a considerable amount of information of permanent value; but, on the other hand, it deals with matters, administrative and legislative, which have no security of tenure. Codes and regulations are modified so frequently that any handbook reprinting them requires an annual revision. However, the author of this handbook has conscientiously endeavoured to present, in a convenient and readable form, the many-sided developments of our educational system, and his efforts merit appreciation.

The Revolt. By PUTNAM WEALE. (6s. net. Methuen.)

A man who hates his brother and loves his brother's wife; a wife who despises her husband and adores his brother before she has so much as set eyes upon him; a dark, foreign chauffeur, and an "infamous" count blessed with the euphonious name of Jastazt—what more is needed for raw material by any novelist? As one might almost have guessed, the brother-hater is named Jasper, and the husband-despiser Jeanne. Jasper loves Jeanne and kills his brother, and that is all. Jasper, as his name implies, sneers at everybody and everything. Evidently he had a bad time with the classics, for he speaks of "what are somewhat ironically called the Humanities—a system which teaches you to know a few books at the price of never knowing men." As a matter of curiosity, we are puzzled to discover how, when, and where Jasper learnt the official method of hanging and the prison regulations thereunto appertaining—and why? Perhaps because Jasper was an engineer. As for the melancholy, dark, foreign chauffeur, so skilful was he in the handling of a car that he could drive "a high-powered Panhard" at a lively rate of speed and yet find time to turn round and look steadily at a passenger. Of Jeanne what shall one say, save to express the hope that her personal appearance was less over-elaborated than her letters to Jasper? For our own part we fear that a lady who writes of "plastered old age" and of turning country houses into "potential counting-houses" would never rest content with that complexion which Nature bestowed upon her. That "the singular story unfolded in these pages" is a chronicle of real events compiled by one who actually took part therein is a threadbare figment.

The Theory of Toleration under the later Stuarts. By A. A. SEATON, M.A. (Pp. vii, 364. 6s. Cambridge University Press.)

Mr. Seaton's volume embodies an Essay which secured the Prince Consort Prize in 1910. It gives a thoroughly competent survey of the growth of the idea of toleration from the Restoration to the death of Queen Anne. Toleration is defined by the author as "the practical recognition of the right of the individual to form and act upon his own opinions on the great issues of life generally, as against the claim of external authority to prescribe limits to thought and practice." Mr. Seaton gives an admirable summary of the literature of the period that touches the question; and from this it is apparent how much and how long the true issues were obscured by political prejudice. A general review, and some appendixes which include a summary of the principal Penal and Test Acts between 1660 and 1714, bring to a conclusion a volume which will be found invaluable by historical students.

The Castles and Walled Towns of England. By ALFRED HARVEY. (7s. 6d. net. Methuen.)

Now that local topography is recognized as an important branch of geography teaching, this latest edition to "The Antiquary's Books" should find a place in every teacher's library. For the particulars of individual castles the teacher must consult Sir John Mackenzie's or Mr. D'Auvergne's volumes or the "School Series of Counties" issued by the Cambridge Press; but here he will find a general account of their architectural development, an explanation of their respective sites, and of the structural modifications that converted them from fortresses to residences. The last two chapters cover comparatively new ground: the circumvallation of all the walled towns of England is indicated and, in the case of the more important—as York, Southampton, Winchester—elaborated. There are forty-six illustrations, sketches, photographs, and plans.

Old Greek Folk Stories. Told anew by JOSEPHINE PEABODY. (2s. 6d. net. Harrap.)

To tell effectively twenty-one of the most famous Greek myths in what would be the equivalent to as many pages of *The Journal* is an impossible feat, and it is only in the simpler stories, as in "Arachne" and "Pyramus and Thisbe" that the author succeeds. The tale of Oedipus is told almost as briefly as the Argument to a Greek play, and the variants from the Sophoclean myth are not an improvement. Here Laius, not Jocasta, gives the babe to be exposed, and the herdsman leaves him hanging to a bough by his heels. Oedipus is driving in a chariot when he meets Laius on the mountain pass, and Laius' driver provokes him by killing one of his horses. "Jocasta died and Oedipus took the doom upon himself and left Thebes." So the tale ends. Of the apotheosis there is not a word.

Burke's Speech on Conciliation with America. By F. G. SELBY. (1s. 6d. Macmillan.)

The reissue of Mr. Selby's edition of this famous classic in a separate form will be welcome to those teachers who wish to take it up with their classes apart from the other American speeches. It will be especially welcome to teachers in the United States, where this statesmanlike treatment of the relation of the colonies to the Empire has for a long time been a required book for admission to the Universities.

Outline of German Grammar. By A. E. WILSON. (1s. 6d. Frowde.)

Condensed compendiums of grammatical principles are becoming quite common now, and have a distinct mission in facilitating the teaching of the average boy. It is of great assistance, especially in revision, to be able to require of the pupils all that is in the textbook as essential to knowledge, provided the application is understood clearly. We like especially in this book the treatment of prepositions, of model auxiliaries, and the classification of verbs, taking the object in different cases.

Geometry for Schools. Vols. I-IV. By W. G. BORCHARDT and A. D. PERROTT. (3s. 6d. G. Bell.)

This is one of the best of the new school geometries, framed for teaching according to the newer methods. There are a considerable number of new and original methods for presenting geometrical principles not ordinarily found in such textbooks—as, for example, in the treatment of loci, algebraic formulae, areas, and circles. Especially interesting is the treatment of the circumference and area of the circle on pages 282-283. A faithful use of this book will give the pupil a broad and practical knowledge of the subject.

A Lyttel Booke of Nonsense. (3s. 6d. net. Macmillan.)

New rimes for cuts at least four hundred years old, so "R. D." informs the reader. The cuts are quaintly comic, and enhance the wit of the limericks, mostly topical.

- "There was a young housemaid at Ashdown
Who strained herself putting the sash down;
Being duly insured
She was months being cured,
But the doctor insisted on cash down.
- "There was an old lady of Nice
Whose home was a haven of peace;
But they all got so warm
Over Tariff Reform
That they had to call in the police.
- "There was an old fellow of Leek
Who believed in compulsory Greek,
As from being at college
He'd no other knowledge,
The reason was not far to seek."

We only wish we could reproduce the cuts to match.

The Clarendon Press send us four *Wall Pictures* enlarged from the coloured illustrations by H. J. FORD to Messrs. Fletcher and

Kipling's "School History of England." The pictures, quite apart from their historical significance, are works of art, and would adorn the walls of any schoolroom. We admire in particular "Prince Rupert leading his Cavaliers out of Oxford." The price is 4s. 6d. net, or 16s. net for the set.

The Teachers' Book of Constructive Work for Elementary Schools. By ED. J. S. LAY. (3s. 6d. net. Macmillan.)

The object of this book is to provide applications of handwork to ordinary school subjects. It is eminently practical, and the illustrations are from photographs of objects made by children in a County Council school. History and geography are the subjects that best lend themselves. The historical tableaux in paper and cardboard and the floor models, built up with wooden blocks covered with paper, representing geographical scenes, are most effective.

Secrets of the Hills. By STERLING CRAIG. (3s. 6d. net. Harrap.)

The elements of geology are imparted in the form of *Reisebilder*. A schoolboy explores a lead mine and a coal mine; he visits Dunbar and compares it with Tantallon Castle; he walks up the Devon Valley from Dollar to Glen Quey, and discovers how the reservoir has been made. Throughout his travels he is accompanied by his guide, philosopher, and friend the Geologist, who suggests the problems to be solved and solves them. The machinery of the story is slight, and some boys will be inclined to resent it as the gilding of the pill; but there is no trace of the priggish pedantry of Mr. Barlow, and the explanations are simple, lucid, and well within a boy's comprehension, and the numerous woodcuts form a graphic commentary. There is, moreover, a literary flavour about the book which will recommend it to older readers who are not geological students.

The Monkey Folk of South Africa. By F. W. FITZSIMONS. (5s. net. Longmans.)

Mr. Fitzsimons is Director of the Port Elizabeth Museum, and he has cast in a popular form the natural history of the monkeys represented in his museum. As in Mr. Kipling's "Jungle Book," the beasts tell their own tales, and we doubt not that for all the author has good authority; but this is not a bow that every one can bend, and when the Chacma Baboon informs us that the prickly pear is an exotic introduced from Mexico, or when the Mokoli Lemur warns the city arab against cigarette smoking and bids him go out into the bush and observe the wonderful works of the Creator, the lecturer peeps out behind the animal mask. In spite of this obvious defect, the animal life of South Africa is well portrayed and the narrative is well illustrated. We were not aware that the French *guenon* meant "one who grimaces," or that there is a Greek word *Colobos*, meaning "docked."

Jules Verne: Martin Paz. Edited by W. M. POOLE and E. L. LASSIMONNE. (1s. 6d. Murray.)

A thrilling story of adventure dealing with the relations between Spaniards, Indians, and half-breeds in the City of Lima. The battles, murders, and hairbreadth escapes, of which this book is full, provide more suitable reading for boys than for girls; but it is unfortunate that the old Jew money-lender in it plays such an ignoble part as would make us reluctant to put it into the hands of either. The editing is very thoroughly and carefully done and takes the form of interleaved *Questions de Sens* and *Questions de Grammaire*, with a few explanatory notes at the end entirely in French. The grammatical questions deal chiefly with verbs, adverbs, and personal pronouns, or suggest parallel constructions. For the most part they furnish very useful exercises, but every now and then they tend to be too obscure to be really useful—as, for example, "Mettez à la même personne du présent le contraire de succéder"; "Elle ne pouvait lui appartenir." The *Questionnaire* is full and good and well varied in form.

Four French Adventurers. By STODDARD DEWE. (2s. net. Nelson.)

These stories of "born scamps and wives such as scamps have" (the author's description) are taken from the Napoleonic era. That of Charles of Navarre, the putative Dauphin, is familiar, but M. Collet Pontis de Sainte-Hélène and the Marsilly pair will be new to most readers. The old-fashioned woodcuts reproduced from Armand Fouquier's penny numbers match well these veracious picaresque tales.

Problems and Exercises in British History. Vol. III, Book D: *The Second Anglo-French Struggle, 1688-1837.* By J. S. LINDSEY. (3s. 6d. net. Hefler.)

The latest volume in this well known series of cram-books for history examinations has the virtues and faults of its predecessors. Undoubtedly they do teach by illustration the proper way to attack questions in history in order to satisfy the examiners, but it is to be questioned whether the practice of this method promotes the best aims in historical teaching.

"English History Illustrated from Original Sources."—*From the Earliest Times to 1066.* By SARA MELHUISE. (2s. 6d. Black.)

This volume, covering the Roman and Saxon occupation of England, makes this excellent series of source books complete down to the beginning of the Hanoverian dynasty. When properly used to supplement, and not to supplant, the standard textbook, such *subsidiæ* are of very great value to the pupil in making vivid to him the past and in acquainting him with the contemporary sources from which the true facts of history have been garnered. This is one of the best of such series of books for secondary-school pupils.

A Study of Words. By E. M. BLACKBURN. (3s. 6d. Longmans.)

The title is a misnomer, or, at any rate, misleading. We anticipated a treatise or essay on etymology, and we find instead a dictionary with derivations—or, if the author prefers it, let us say a select glossary. The principle, he informs us, that he has kept in view is "the selection of such materials as seem calculated to help young minds and furnish food for thought." There are sermons in stones and food for thought in any dictionary, but we cannot say that this one promises to be helpful. Assuredly it will not teach the rudiments of philology. Against most words is placed the Greek, Latin, French, or German word from which it is derived, or rather with which it is most nearly related; but there is nothing to show from which of these languages it came into English or what changes it underwent. The young mind will undoubtedly conclude that "egg" is derived from Ger. *ei*, and this from Lat. *ovum*; "landscape" from *Landschaft*, "duty" from *devoir*, &c. Nor will "young thought" be much helped by bare statements, as that "cockney" is lit. "cock's egg," that "parson" is lit. "person," &c. For modern words, such as "argon," "radium," "eugenics," "pragmatism," "a strike," "blackleg," he will search in vain, and the definitions of words are too meagre to be of any real assistance.

The Girls' School Yearbook (Public Schools) 1912. (3s. 6d. net. Yearbook Press.)

Now adopted as the official book of references by the Head Mistresses' Association, this annual is in its seventh year. Its size has been increased by the addition of secondary schools for girls under the control of the London County Council, and of the Kent County Council. Lists of University Scholarships and Honours gained by women in 1911 have also been added.

Grieben's Guide Books: Switzerland. (3s. net. Williams & Norgate.)

This might well be called the "A B C Guide to Switzerland." It gives in the smallest compass the maximum of information as to routes, inns, rates, and objects of interest. The maps are plentiful and clear, and it will go conveniently into the breast-coat pocket. It is not adapted for the mountaineer, but the ordinary tourist will find all he requires.

To travellers on the Continent we can recommend Messrs. Marlborough's *Travellers' Practical Manual*—English, French, German, Italian. It gives in conversation form the everyday phrases that are essential for comfort, and the needs of the cyclist, the motorist, and the photographer are not overlooked. There is besides a vocabulary of common words. The price, according to binding, varies from 1s. to 2s. 6d. net.

FRENCH CLASS BOOKS.

Second French Course. By A. R. FLORIAN. (2s. 6d. Rivingtons.)

The "Second French Course" preserves, as Mr. Florian claims for it, the essential features of the "First," with the difference that the lessons are now based on a continuous narrative. This means a gain in interest to the pupil, and the choice of "Les Trois Mousquetaires" is a happy one, as it is a story certain to appeal to children of the age for which the reader is intended—*i.e.*, from thirteen to fourteen years. The edition is a most thorough and systematic piece of work, extremely useful from the teacher's point of view. The text, which is only slightly abridged, occupies the left-hand page, and opposite is a detailed *questionnaire* for oral work, followed by an analysis of any new grammatical points to be gained from the passage read. These are summed up and tabulated in a few pages at the end, headed "Grammar," in which many of the examples are again drawn from the text and referred back to it. This Grammar does not profess to be complete, but should be very useful as a means of recapitulating the year's work. Especially good is the help given in the use of the infinitive and, among the exercises, those on the personal pronouns. On the other hand, there are one or two weaknesses—the rules on the subjunctive seem to be unnecessarily subdivided by the putting of *bien que* and *quoique* into a different category from the other conjunctions given, and again, in the demonstrative pronouns, *cela*

is given as "referring to things"—surely a most misleading statement. The grammar is entirely in English and the exercises nearly all set in that language; but, though reformers will feel that more might have been done in French, it must not be forgotten that there are still a great many teachers who prefer to do all their grammar work in English. The few poems are popular and well chosen, and altogether the book strikes us as worthy of warm recommendation.

Ch. Nodier: Contes de la Veillée. Edited by C. G. HOLLAND, M.A. (8d. Blackie.)

Though there is nothing in the description of this selection of Nodier's "Contes" to distinguish it from others of the "Longer French Texts," it is evidently meant for older pupils than most of the other books of the series. There is no *questionnaire*; the retranslation exercises are pieces of continuous prose of some difficulty, and the vocabulary omits words similar in form and spelling to the corresponding English. Moreover, the style and ideas, if not the actual words, of all but the last of the stories are unsuitable for young children, notably the tale of the half-idiot Jean le Bas-Bleus, with his prophetic hallucinations, and that of the desolate mother who sees visions of the Virgin promising her that she shall find her son again. But the selection offers good examples of Nodier's sympathetic and varied powers of story-telling, and there is much to attract older pupils. The notes are brief and to the point, and the fact that one or two of them are in French makes one regret that the experiment should not have been persevered in, since so much help had already been given in the mother-tongue. We notice a good many misprints: *que* for *qui* (page 7, line 7), *ses phrase* (page 9, line 16), *nous a* (for *y*) *suppléerons* (page 31, line 23), and others.

"Dent's Classiques Français."—*Les Pensées Choies de Pascal.*

With a Preface by M. EMILE BOUTROUX. (1s. 6d. net.)

We welcome each new volume of Messrs. Dent's delightful "Classiques Français." They are so daintily got up and of such a convenient size as at once to prove attractive, and there is nothing of the school edition about them. M. Boutroux's admirable preface to the "Pensées" is just what is needed to set the reader on the right path, and, by his clear exposition of Pascal's fundamental view of mankind, he gives the key to much in him that is puzzling from its very originality. The "Pensées" themselves have been grouped into twenty-four chapters, leading up from the questions of the value and proof of true religion to the culminating facts of Christianity, and thence to the recognition of man's inherent weakness and sinfulness. The more fragmentary of the "Pensées" have been omitted, and the edition is certainly one to bring this great thinker more within reach of the ordinary intelligence.

Grammaire Française Pratique. By W. G. HARTOG, M.A. (3s. 6d. Rivingtons.)

There has been a real need in English schools for an advanced grammar written in French to meet the difficulties of English pupils, and this need Mr. Hartog has gone far towards meeting in his "Grammaire Pratique." Moreover, he has written it entirely on the inductive method, invariably giving a large number of examples first and basing the rule on them. In Part I, which can also be had separately as an elementary grammar, the formulation of the rule is left to the learner, who can only find it ready made by reference to a separate section of the book. In Part II, where the work is more advanced, the rules are given, but again only after they have been illustrated by numerous examples. Throughout both parts are excellent exercises in French, providing thorough drill in the rules so mastered. Especially noteworthy are the exercises on the verbs, both on the actual forms and on the use of moods and tenses, and those on the pronouns, which are well varied in form and difficulty. Where so much is good we are surprised to note the omission of one or two points of syntax which we should have expected to come within the scope of such a grammar, as it professes to carry the pupil up to the standard of the London Intermediate. Nothing, for example, is given on the past participles beyond the three elementary rules. Again, the rule for the object of *faire* followed by an infinitive is entirely omitted, as are also all questions of the spelling and use of *quelque*, though an exhaustive study is made of similar difficulties in the case of *tout*. We should, further, much like to see the book provided with a good subject index, so that it might serve as much for a book of reference as for the straightforward learning of grammar. On the whole, we can strongly recommend it to all teachers—of any but the most advanced forms—who are anxious to work entirely in French and at the same time to train the children in thoroughness of knowledge and clearness of thought.

Senior French Unseen. Edited by L. J. GARDINER, M.A. (1s. University Tutorial Press.)

This book of extracts, as we learn from the preface, is specially

intended for the use of candidates for the Cambridge Senior Local Examination, and it should prove very useful in preparing for a paper two-thirds of which consist of pieces for translation into English. The extracts are well chosen, of just about the right standard of difficulty, interesting, and sufficiently independent of their context to be readily understood, provided the knowledge of French is adequate. Over a hundred pieces of prose are followed by some sixty of verse, which are, quite rightly, relatively easier than the prose as to vocabulary, while providing the harder problems of metrical construction. Some brief notes on French versification are prefixed to the whole and should prove useful. Surely, however, it is misleading to say that the *enjambement* is strictly forbidden in the classical alexandrine: even if it be correctly defined as "the continuance of meaning of one line into the next in such a way as to render a pause impossible," the word is certainly used more loosely to mean the carrying on of a sentence from one line to the next, as in Corneille's

"Tout autre que mon père
L'éprouverait sur l'heure,"

or Molière's

"et mes tendres soupirs
Vous ont assez prouvé l'ardeur de mes desirs."

Mémoires d'un Collégien. Par ANDRÉ LAURIE. Edited by O. B. SUPER. (1s. 6d. Heath.)

A capital story of a French schoolboy capably edited. The vocabulary, too often *fait à la diable*, is here full and exact. Our only criticism is that the English of the exercises is not sufficiently idiomatic: "He made a real competition among the pupils. The teacher gave me a division in which I did not fail." The story is judiciously abbreviated. The fortunes of the tame lizard are delightfully told, but the plot to make the porter drunk savours rather of "Stalky & Co."

SAFE NOVELS.

The Big Fish. By H. B. MARRIOTT WATSON. (6s. Methuen.)

A man called Raymond once found a hoard of treasure, which had come to be known by the name of "The Big Fish," buried by the Incas. Forced by circumstances to re-hide it once more, he barely escaped with his life, and fell among rogues. The rogues get hold of the clue to the whereabouts of the treasure, as also, by mere chance, does the hero, Poindexter. Concerning the adventures of the latter and his friend Cassilis, of two ladies with whom they respectively fall in love, and the direful perils which they encounter by reason of the fell and fearful machinations of the rogues, the author has much to tell us. Not a day passes but is stained by murder, torture, treachery, and other customary pleasantries of the professional rascal. But *magna est virtus et praevalent*; and so in this case it did, for Werner kills Houston and Houston kills Werner, after those arch-knaves have respectively disposed of the remaining members of the gang, and the Big Fish remains to be found. And all these things happen in a conveniently remote spot somewhere near the Andes or the Cordillera or the Montana, we forget which; wherefore we doubt whether any reader will find sufficient information in these pages to make it worth while to equip a fresh expedition in the hope of landing the Big Fish at last. All the same, one may spend a pleasant evening in the company of rogues as dastardly as ever stepped upon the stage of the novelist's fantasy. The humour, such as it is, is supplied by an irrepressible cockney who rejoices in the name of Coop.

The Sign. By Mrs. ROMILLY FEDDEN (Katharine Waldo Douglas). (6s. Macmillan.)

There are many well-authenticated instances of religious hysteria reaching such intensity that the subject, as the result of contemplated brooding upon the Crucifixion, produced in himself or herself the stigmata of which we read in the life of St. Francis of Assisi. So was it with Mönik Bosek. Mönik was a gentle little Bretonne maiden filled with a sense of the wickedness of her fellow-villagers. As the price of their spiritual redemption she was persuaded that she must die by crucifixion. On the Jour des Morts she died. "And Mönik lay, as if upon her cross, in the place at Le Kloar, the nail-prints in her hands. The Beggars found her. They, who follow the Seven Great Ways, are wise beyond seeing. They knew that it was well." The sombre figures of the Beggars trail across the wistful background of the tale ever and anon. In the foreground stands Samuel Sturd, the seriously inclined young painter for whom "Art for Art's sake" is anathema. He, like Mönik, becomes endowed with the passion of service. In the little square lies Mönik dead. "He saw the gleam of a golden crozier, the

scarlet of cassocks, and to him came the tinkle of a bell. Madame met him at the threshold. She looked old and shaken. She nodded at the sound. 'The Church, monsieur, coming to claim her,' she said in a harsh, tired voice. 'Too late.' Sturd shook his head. 'Nothing is ever too late, madame.'" Other characters there are, every one of them skilfully drawn: Walden, the successful painter, wedded to his art, recking not of the anguish of the gloriously beautiful Tekla Dorven, whom he paints, and wins, and leaves to her fate; Gower, the painter of platitudes; Jaume, the cobbler, and Yves, the sweet little brother of Mönik Bosek. And over all floats that mystic, sweet veil of tenderness and pity which one used to think the peculiar attribute of Maurice Maeterlinck.

EDUCATION IN THE PERIODICAL PRESS.

Buxton Conference. *Pitman's Journal*, June 22.

Leading article on the third annual conference of the Certificated Teachers of Shorthand.

Child Psychiatry: Dr. Albert Moll and a neglected aspect of Pedagogy. *Hospital*, July 6.

Clinic, Ideal School; teachers, school desks, and lateral curvature. *Hospital*, June 22 *et seq.*

Blames fatigue rather than furniture.

Congress of Universities of the Empire. *Nation*, June 13.

Special article.

Cross Lighting and Ventilation in Schools. *Architects' and Builders' Journal*, July 10.

Leading article, also letter in previous issue.

Dilemma of the Public School. By Robert W. Bruère. *Harper's Magazine*, July.

American public school.

Directors of Music in Secondary Schools. *Musical Herald*, June.

Dealing with the meeting of, at Holborn Restaurant.

Education and Style in Architecture. *Builder*, June 28.

Employment of whole time School Medical Officers to undertake both Inspection and Treatment. By Duncan Forbes. *Medical Officer*, June 22.

Examinations in India: some recent reforms. *Times Educational Supplement*, July 2.

Girls' Schools Appeal. *Times*, July 6.

Leading article and letters.

Heating of Schoolrooms by Closed Slow-Combustion Stoves burning coke. By H. W. Sinclair. *Medical Officer*, June 29.

Illustrated.

Jack of all Trades. By one of that description. *Schools and Scholars*.

Morning Post, June 21.

"No one should ever be asked to teach a subject, even on the most elementary plane, if he has not systematically studied it and had the opportunity of making himself acquainted with the latest and most approved methods of teaching it."

Knowledge in Literary Form. By Charlotte Mason. Basis of National Strength. VI. Conclusion. *Times Educational Supplement* July 2.

Liberalism in the Village. IV. The School. By Hugh Aronson. *Nation*, June 22.

London School of Tropical Medicine. *Times*, July 18.

Leading article. Eulogistic.

Old Yorkshire School. Forthcoming celebrations at Giggleswick. *Times*, July 18.

Oxford Millenary. *Daily Telegraph*, June 28.

Leading article. Historical. Also in most of the principal periodicals about July 11.

Parent. Friend or Foe. I. By W. L. George. *Schools and Scholars*. *Morning Post*, July 19.

"As the child grows up the protective spirit of the parent decreases, though it does not as wholly disappear as in the animal kingdom; every day the child becomes more of a stranger, the development of its individuality erects barriers between it and its parents, until the time may come, in those fatal years that begin about eighteen, when the relation is one of sullen obedience tempered by gratitude on the one side, of despotic kindness on the other."

Politics and History. *Times*, June 29.

Leading article in praise of Lord Morley's speech at Manchester.

Reaction, The Voice of. By A. S. D. *Schools and Scholars*. *Morning Post*, June 28.

"Nevertheless there are already signs of reaction in the air. Weighty persons are going about the world sighing for the 'thoroughness' of the old regime. The writing is slovenly, they say, the spelling and the sums are inaccurate."

Representation of Intelligence. *Nation*, July 20.

University M.P.'s "What we all want to have represented is not so much our intelligence as our ideas."

Rhodesia, Education in. The Best Bequest. *Times Educational Supplement*, July 2.

Scottish University, Life at. By A. B. Fraser. *Daily News and Leader*, July 15.

State Aid for Elementary Education. *Local Government Chronicle*, July 20.

Summer Schools. By Annie A. Smith. *Lady*, June 27.

An account of those to be held.

Treatment of School Children in Derbyshire. *Medical Officer*, July 6.

Universities of the Empire. *Morning Post*, July 3; *Times*, July 4.

Leading article and Report. Also in most other papers, including the *Saturday Review*, for this and following dates, *World's Work*, July, &c.

University Teacher. Schools and Scholars. *Morning Post*, July 12.

"I think there is little doubt that the standard of the degree examinations, both at Oxford and Cambridge, is, in most subjects, steadily falling. As for discipline, the childish rules with which the modern undergraduate is surrounded drive him into boyish pranks and send him out into the world an overgrown child too foolish to be trusted and too large to be whipped."

Women's Education, Some suggestions for Reform in. By Prof. Herbert A. Strong. *Queen*, June 22.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

The report of the Commissioner of Education for the year ended June 30, 1911, is a rich mine of information upon the progress of education in the United States and elsewhere. A survey of what was achieved at home in the first decade of the century shows a remarkable advance. We quote verbatim: "Never have the people shown more clearly their interest and faith in education and in schools of all kinds and grades. Within the decade the average length of the public-school term in the country as a whole increased twelve days, or $8\frac{1}{2}$ per cent. The average number of days attended by each child enrolled in the public schools increased $13\frac{1}{6}$ days, or a little more than 13.7 per cent. The number of teachers in the public schools increased nearly 20 per cent. The average monthly salary for male teachers increased about 35 per cent.; for female teachers about 25 per cent. The value of all public-school property increased more than 75 per cent., the income of public schools more than 83 per cent. . . . The number of public high schools in the country increased more than 70 per cent.; the number of public high-school pupils more than 76 per cent. The appropriations of public funds for normal schools for the education and professional training of teachers increased 140 per cent. The number of students in professional courses in public normal schools increased 68 per cent. The productive endowments of Universities, colleges, and schools of technology increased 65 per cent. The incomes of such institutions, exclusive of additions to endowments, increased 173 per cent. Professors and instructors increased 61 per cent., and the number of students 67 per cent. The standards of high schools and colleges have been raised perceptibly. . . . Within the decade the percentage of illiteracy for all classes of people of the United States has decreased from 10.7 per cent. to 7.7 per cent.; for native whites from 4.6 per cent. to 3 per cent.; for coloured people from 44.5 per cent. to 30.5 per cent."

In England there has been talk of a University for Brighton, to be followed, we suppose, by sister Universities at Shoreham and Worthing. The educated people of the United States would give a star from the national banner to get rid of a few score of their Universities. In the Educational Directory appended to the Report more than one hundred and sixty academies described as Universities are enumerated. The worst offender seems to be the State of Ohio with its seventeen Universities; New York and Tennessee have each ten; even in Texas there are six. Is it astonishing that diplomas conferred by American Universities expose those who use them abroad to ridicule, or even to the attentions of the police? The number of American "Doctors" in England has occasionally been reduced by the public hangman. We regret to learn from the report that the number of institutions bestowing degrees of uncertain value has increased rather than decreased in recent years. The terms upon which a "D.D." may be got from Odessa University, Washington, will be seen from a

letter, dated September 21, and addressed to the assistant pastor of a large church in Washington, D.C.:—"Dear Sir,—It has been represented to me that you are well entitled to the Degree of Doctor of Divinity, by reason of your work in the Congregational Church. If you care to send ten dollars for our library and answer a few questions, a Diploma for that Degree will be sent you. A Fine Diploma hung on the wall of your Study will enlarge your reputation." An English agent for the distribution of these Odessa degrees is named in the report.

Yet in the true Universities and professional schools higher education shows orderly development. Of more interest than the details will be a note—we jump from the top of the ladder to the bottom—on the progress of the kindergarten movement. In 1900 there were about 250 cities (towns having a population of 4,000 or more) in which public kindergartens were maintained; in 1909, the latest year for which statistics are available, the number of such cities was about 400. The teachers rose from 3,326 to 5,887; the children, from 131,657 to 185,471. In the South the kindergarten is seldom included in the school system; the North is more progressive. Some of our readers will be glad to have the paragraph of the report, which we reproduce:—"It has been said that, while the philosophy upon which the kindergarten was founded is German, the development of this form of school work has come to be peculiarly American. To this may be added the fact that the American *Kindergärtner* is rarely able to understand the more or less mystic philosophy of Froebel, and has therefore shaped her work to suit the practical life of the American people. It is to be hoped that this tendency will not go too far and rob the work of that splendid element of idealism which should be the heart and soul of all kindergarten training. To meet more successfully the demands implied in the name, the work must not be allowed to degenerate into another form of indoor teacher-directed activity."

When a banquet is rich, it is unseemly to complain that certain dishes are lacking. We may say, however, that we are sorry the report does not contain data from which the extent to which the high schools are being vocationalized might be estimated. But we learn that they "are more effectively reaching all classes and adapting their work to meet the needs of the masses in a very significant and vital fashion." The number of high schools increased by more than 70 per cent. in ten years; of teachers in them by 100 per cent. If we compare private with public high schools we find that the number of private secondary schools has decreased during the decade, and that the number of teachers has increased by only about 10 per cent. The number of students in private high schools has increased by only about 7 per cent. Of the high schools in general it is stated that only a small percentage of the pupils complete the four years' course. Are not many of them, then, really what in Europe would be called higher primary? We are curious to know how far the true secondary schools are being vocationalized. The point is important; for Mr. Pease and the Board of Education have decided, we are told, to vocationalize, at least in some measure, all our secondary schools! We cite Mr. Pease's words as reported in the *Times* of June 7:—"One of our first objects is to widen the character of the education in our secondary schools, and to give it an increased commercial, industrial, or agricultural bias, according to the needs of various localities." Thus Eton, being in a district mainly agricultural, will study artificial manures instead of chemistry; Harrow, nearer to the City, will concentrate its strength on book-keeping! Yet educated opinion in Germany, Austria, France, and England is strong for the defence of liberal education—to injure which in England were the one inexpiable offence. We need hardly repeat that our wish is to entrust vocational instruction, so far as is possible, to continuation schools, without drawing, however, too sharp a line.

GERMANY.

The Prussian Kultusministerium has issued regulations upon the means to be used for the maintenance of discipline in higher girls' schools. We summarize them briefly. The first aim to prevent the girls from committing offences. But offences will come. The head master must look to it that there is some uniformity in the application of punishment, when punishment has become necessary; and it is the more imperative that he should bring his assistant teachers to employ a moderate and graduated scale of punishment, since with girls periods of detention (*Nachbleibstunden*) are not permissible. The punishments that an assistant teacher may inflict independently are reprimand with entry in the class-book and reprimand with written notice to the parents. The first form of reprimand is called *Rüge*; the second, *Tadel*, and this is

entered in the girl's half-yearly report. A more severe disciplinary measure is a reprimand agreed on by the class teachers in conference, and communicated by the head master to the parents. The next step is the threat of expulsion; the last, expulsion. No form of corporal punishment is allowed, nor may any teacher rebuke a girl in words likely to wound her *Ehrgefühl*. An assistant teacher may not order a girl to come to his or her house.

We do not usually mention books in our foreign columns. But, as we have written in these notes about religious instruction in Germany, we may remind our readers again of the *Evangelisch-theologische Bibliothek* (Quelle & Meyer, Leipzig). Of the two volumes of the series that we have before us, "*Der Brief an die Hebräer*," by Prof. Seeberg, of Rostock, will be valuable to the teacher who is reading the "Epistle to the Hebrews" with a Sixth Form; and "*Dogmengeschichte der alten Kirche*," by Prof. Wiegand, of Greifswald, invaluable to those whose business is with Church history. We refer to these books here because they suggest that religious instruction in Germany is at once more liberal and deeper than instruction in England.

In Germany, as in England, cinematographic theatres are springing from the ground like mushrooms, and in the lower social strata life is incomplete without "the pictures." The nature of the exhibitions causes anxiety in pedagogic and other circles, for what is shown is generally sensational and often indecent. In Württemberg the new Director of Police asks for authority to establish a central office for the examination of films before they are used. Prussia, too, is awake, and the *Kultusminister* has issued a decree (*Erläss*) in reference to the visiting of cinematographic theatres by school children. The exhibitions at these theatres, says the Minister, are often as pernicious as the *Schundliteratur*, against which war is waged. The visiting of them must be placed under the same restrictions as the school lays on the visiting of dramatic and musical performances.

AUSTRIA.

In view of Mr. Pease's threatened attack on liberal education in England, an article by the Vice-President of the Austrian Reichsrat, E. Pernerstorfer, in the *Sozialistische Monatshefte* is of much interest. It deals with the value of *die antike Bildung*. Mr. Pease will find that the Vice-President, a Socialist, not only approves of liberal education, but even defends the *Gymnasium* and its Greek. We translate a few words: "Latin and Greek are inseparable; both are needed to reveal ancient life, the significance of which for human culture is so immeasurable and fundamental that we were poor to the veriest beggary were it removed from the history of mankind." A Socialist leader in England has likewise claimed classical and mathematical education for the child of the working man.

There is nothing that they do not urge us to teach in schools. Something pretty and useful the children of Austria are now to be taught. A Ministerial decree (Z. 14.145) relates to the diffusion of a knowledge of the Alpine signal of distress (*Notsignal*). The German and Austrian Alpenverein has called attention to the fact that since 1874 a uniform signal has been recognized. The climber in distress gives a sign six times within a minute and at regular intervals; then there is one minute's pause, after which the six-times-in-a-minute sign is repeated; and so on until help comes. The sign may be given with a flag (e.g., a fragment of clothing attached to an Alpenstock or ice-axe), with a lantern, by raising and lowering some object such as a board, or by flashes from some rude form of mirror. This is the signal that is to be made known among the pupils of Volks-, Bürger-, and Mittelschulen, Girls' Lyceen, and commercial and nautical schools. It will be observed that in Austria the children are being taught to help in relieving distress when it is signalled. In England they are holding out signals of distress, and the Board of Education puts the telescope up to its blind eye.

INDIA.

Baroda, with compulsory education and progressive tendencies, is always an interesting State. The Report for 1910-11 indicates continued advance. This year we confine ourselves to a notice of what is being done for the education of women—still called in some Education Departments "females." The number of girls' schools at the end of the year was 347; in them there were 26,346 pupils, against the 24,495 of the year 1909-10. These figures do not include the girls learning along with boys in mixed schools, who numbered

28,083, against 21,488 of the preceding year. The total number of girls attending school at the end of the year was 54,479, against 45,983. These figures show that the number of girls going to school has increased satisfactorily during the year owing to the greater vigilance in registration and stricter enforcement of the Compulsory Education Act. A Lady Inspector is busily at work, and more are to be appointed; at present in remote places the girls have to be examined by men Inspectors. Zenana classes impart instruction to women who cannot attend regular girls' schools owing to the pressure of domestic duties or to the marked disparity between their age and that of the small girls. Reading, writing, casting accounts, needlework and embroidery are the chief subjects taught. The classes are held in the afternoon from 2 to 5 p.m. Embroidery, drawing, and practical art of cooking as subjects of domestic science are taught in six girls' schools. Most schools teach needlework, and tailors are engaged in teaching sewing during school hours. Music is also taught in three schools and to the scholars of the Women's Training College, which continues to flourish, there being in it 69 women during the year under report, against 44 in the preceding year.

BRITISH COLUMBIA.

During the past few weeks Miss Ravenhill has been delivering two series of lectures on "Child Study," one series given to the Normal School students, the other attended by the teaching staff of the Vancouver City Schools. Those who knew Miss Ravenhill's work in England will not be surprised to learn that her addresses were full of fruitful suggestions, and the City Educational Authorities showed alike their wisdom and their progressive attitude in securing the services of so notable an authority.

Much interest is being taken just at present in the preparations for the new University of British Columbia, which, according to the Minister of Education, is to begin its work in 1913. Convocation has been summoned to meet at Victoria in August next, but the University is to be located on the mainland. Its home is to be Point Grey, the western residential suburb of Vancouver, and here it will occupy a magnificent site of many acres, situated on a slight eminence and overlooking the Gulf of Georgia. For situation, it will probably be unsurpassed, facing the healthful breezes from the Pacific on one side, and the most majestic mountain scenery on the other, while at its back lies the thriving industrial city of Vancouver, with her 150,000 inhabitants. Generously endowed by the Government, the classes are to be free, so that British Columbia will possess a complete system of free education from the elementary schools to the University—something unique, even in these days of rapid educational advance.

Continuation work is making rapid strides here as elsewhere. As is only fitting, Vancouver, the largest city in the province, has shown worthy zeal and enterprise in making provision for this much needed development of educational work. In the annual report of the School Board, it is suggested that, "in connexion with the continuation schools, a Special Committee be formed, with power to add to their number from Committees of the Board of Trade, industrial associations, and other bodies interested in this work, so that the efficiency and usefulness of the continuation classes may be still further promoted." Instituted only two years ago, this branch of educational activity bids fair to become one of the most effective and useful contributions to the needs of the city, and a similar policy is being adopted in other cities of the province.

Most platform speakers agree with Talleyrand in pronouncing public schools as detestable, with or without the Prince's qualification, and it is an agreeable variety to hear them belauded by a philosopher as the best of all possible educations in the best of all possible worlds. At the Eugenics Congress Mr. F. C. G. Schiller confessed that the system was non-intellectual and turned on the two poles of scholarships and athletics. But scholarships were the best of stimulants, appealing to the two motives of competition and the love to excel. A First in Greats was valued by Jowett at £8,000; but a "Blue" was a greater asset and a much greater advertisement than a First for a schoolmaster, a lawyer, a business man, or even a clergyman. Its market value Mr. Schiller did not venture to estimate.

CORRECTION.—Amongst the members of the Executive Committee of the Head Mistresses' Association, for Miss M. F. Holland, Graham Street, read Miss A. R. Morison.

UNIVERSITIES AND SCHOOLS.

LONDON.

The momentous decision of the Senate of the University of London in favour of the Foundling Hospital site for the new headquarters of the University is the first step in a reorganization which will have a great effect on education in this country and in the Empire at large. The approved site has obvious advantages. It is spacious—a compact site of nine acres is not easy to find in the middle of London—it is free from dust and noise, the existing building is substantial and adaptable for certain University purposes, and it is conveniently situated in reference to the railway system and the great London institutions. An indirect advantage, the removal of the foundlings to the country, is certainly not the least important. A great opportunity is offered to the Government to do something handsome for a University which, whatever faults it may have, has always been true to democratic ideals. As to the wealthy benefactors whose money, Lord Haldane has hinted, may not now be available, we can only wait and see. The "ideal" site behind the British Museum has gone by the board, but any true friend of University education will recognize the right of the Senate to select a site most suited to the needs of the University which they govern.

The National Union of Teachers has issued to Local Education Authorities and others concerned an official letter and memorandum on the possible abolition of external degrees in London University, containing draft resolutions protesting against any such abolition. The objections are cogently stated, but we do not notice any reference to the effect of the external system in deterring students from seeking a University education in its complete sense. Lord Rosebery did well in his opening address at the Congress of Universities to call attention to the Empire's need for men. A vast amount of effort has to be expended before a sufficient supply of real University students is forthcoming. Is it not, for example, astounding that the medical profession—in spite of the fact that medical schools are subsidized to the extent of thousands of pounds by the State, and the profession under the new Insurance Act is indirectly subsidized by the State to the extent of millions of pounds—is practically closed to any boy or girl whose parents cannot find £1,000 to pay for his or her professional education? But in suggesting that much earnest thought must be given to the selection and teaching of students, we should hesitate to advocate the peremptory abolition of the system of examination for external degrees, which does serve in special cases a most useful purpose in our educational system.

A decision has now been reached by the University College Committee as to the action to be taken in consequence of the death of Miss Rosa Morison, who had held the office of Lady Superintendent to Women Students since 1883. It has been decided to appoint a Tutor to Women Students. Miss Winifred Smith, B.Sc., formerly 1851 scholar and a former student of the College, has been appointed to this office, upon the duties of which she will enter as from September next.

KING'S COLLEGE FOR WOMEN.—The Senate has authorized the issue by the College of an Appeal in connexion with the efforts to obtain a larger site. The Readerships which have been instituted in the subjects of History and English Language and Literature have not yet been filled up; it is hoped that the appointments will be made in the course of next term. In Home Science and Economics Miss Janet Lane Claypon, M.D., D.Sc., has been appointed Lecturer in charge of the Department of Hygiene and Physiology. The scholarship for the three-year course in Home Science and Economics has been awarded to Miss Phyllis Garbutt, Croydon High School for Girls.

SCHOOL OF ECONOMICS AND POLITICAL SCIENCE.—Miss Mabel Craven Buer, B.Sc. (Econ.) London, has been elected to a Hutchinson Research Studentship of the value of one hundred guineas a year for two years. Hutchinson Medals for research have been awarded to Miss Olive Jocelyn Dunlop for her thesis on "English Apprenticeship and Child Labour," and to Mr. Ivan Gwilym Gibbon for his thesis on "Unemployed Insurance." Sir Harry Johnston, G.C.M.G., and Mr. H. D. Harben have been elected Governors.

WESTFIELD COLLEGE.—Entrance scholarships have been awarded as follows:—Christobel Howard (Nottingham High School) and Doris Stead (Thoresby High School), Drapers' Company's Scholarships of £50 a year for three years. Dorothy E. Marsh (James Allen's Girls' School) and Elsie V. Edgley (St. Saviour's and St. Olave's Grammar School), Goldsmiths' Company's Scholarships of £50 a year for three years. Florence A. Ascott (Blackheath High School), Mr. Story's Scholarship of £50 a year for three years. Agnes R. Cooper (Bath High School) and Mattie R. Cullen (Guildford High School), College Scholarships of £50 a year for three years. A research scholarship of £40 a year for two years has been awarded to Miss W. W. Blackwell, a student of the College.

OXFORD.

Term has been over now for more than a month, but the Long Vacation seems to become busier every year. We have entertained members of the Congress of Universities of the Empire and members of the Royal Society. The summer classes for the students of tutorial classes are in full swing and promise to be even more successful than last year. A Summer School of Theology was held in the last week of July, and, though the regular summer Extension meeting is to be held this year at Cambridge, the Oxford Extension Delegacy has its annual school for foreigners in August.

Appointments.—Mr. H. H. E. Craister, of All Souls College, has been appointed a Sub-Librarian of the Bodleian Library. Mr. Collingwood, of University College, has been selected for an official Fellowship at Pembroke College. Mr. T. W. Chaundy, B.A., Lecturer of the House, has been appointed to an official studentship at Christ Church. The Right Hon. Lord Kilbracken, the Right Hon. Sir George Farwell, and Mr. Andrew Cecil Bradley have been elected honorary fellows of Balliol College. The annual studentship granted by the Gilchrist Trustees to the Association for the Education of Women in Oxford has been awarded to Miss Mary L. Gordon, of St. Hugh's College. Miss Gordon obtained a First Class in the Honour School of Literae Humaniores in 1911.

SCOTLAND.

The Carnegie Trust has issued its award of research fellowships, scholarships, and grants for the academic year 1912-13. Twenty-six fellowships are awarded, of which ten go to Glasgow, eight to Edinburgh, four to St. Andrews, and four to Aberdeen. Of the thirty-four scholarships, Glasgow and Edinburgh receive eleven each, and St. Andrews and Aberdeen six each. Ten of the fellowships and ten of the scholarships are awarded to women. One of the scholars is a Chinese graduate of Edinburgh. Seventy-four applicants receive grants in aid of research, and the total sum expended for the year is upwards of £9,800.

At a conference of representatives of the four University Courts, held on June 20, inclusive fees in medicine, applied science, and law were determined for suggestion to the Universities. Edinburgh University declined to take any part in fixing an inclusive fee for medicine, on the ground of difficulties about extra-mural and clinical classes; but the fees in medicine suggested by the Conference were, for the degrees of M.B., Ch.B., ninety guineas for instruction other than clinical, and forty guineas for clinical courses. The fee suggested for the degree of B.Sc. in engineering was sixty guineas. Some of the Universities have already approved these suggestions. The Conference also considered various representations from the General Council of Glasgow University, suggesting modifications of its proposals, and resolved in every case to adhere to its original findings.

A Conference has been held between St. Andrews University Court and the Council of Dundee University College regarding the questions in dispute between the University and the College, to which reference was made in these notes last month (page 472), and it is understood that agreement has been obtained on all the main points at issue and that a committee has been appointed to adjust the details of a settlement. Mr. J. Martin White, of Balruddery, Dundee, has offered to the St. Andrews University Court a sum of £300 a year for four years for the institution of a lectureship in sociology in the University, in connexion with which lectures are to be given at St. Andrews and Dundee. The Court has accepted Mr. Martin White's offer, and it is hoped that in course of time the Lectureship may lead to the foundation of a Chair. On June 27, the freedom of the City of St. Andrews was conferred on Sir James Donaldson, LL.D., Principal of the University, in recognition of his services to Scottish education, his contributions to literature, and his work as Principal and Vice-Chancellor. Mr. J. Laird, M.A., Assistant to the Professor of Moral Philosophy at St. Andrews, has been appointed Professor of Philosophy at Dalhousie University, Halifax, Nova Scotia.

At a meeting of Glasgow University Court proposals were submitted for the extension of the buildings of the Zoology department. The proposals were referred for further consideration and report. It was mentioned that a sum of £1,500 had been collected for a memorial to William and John Hunter, to whom the University owes the Hunterian Museum and Library. It is proposed that the memorial should take the form of the architectural embellishment of two windows in the south front of the Hunterian Museum. The University Court and the General Council have had under consideration the new proposals of the Carnegie Trust requiring the Leaving Certificate as a condition of the payment of fees in the case of all candidates who have had an opportunity of taking this certificate. At the General Council meeting there was some ill informed talk.

(Continued on page 554.)

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about the supposed injustice of the regulation in the case of poor students; but both the Court and the Council accepted the explanations of the Carnegie Trust as satisfactory. The University has sustained a severe loss in the early death of Dr. George Henderson, Lecturer in Celtic, an able scholar and author and one of the chief authorities in his subject. The University Court has appointed Mr. D. Hay Fleming, LL.D., Edinburgh, to be Lecturer in Scottish History, and Prof. G. Gregory Smith, University of Belfast, to be Lecturer in Scottish Literature, for next academic year. These lectureships will cease after next year, as it is expected that a Professor of Scottish History and Literature will be appointed before the beginning of session 1913-14. Mr. A. A. Bowman, M.A., Lecturer and Senior Assistant in Logic at Glasgow University, has been appointed Professor of Logic at the University of Princeton, New Jersey, in succession to Prof. J. G. Hibben, the successor of Dr. Woodrow Wilson as President of Princeton. Trinity College, Dublin, has conferred the honorary degree of D.Sc. on Profs. Bower, Sir William Macewen, and Muir, of Glasgow University. Mr. John A. Todd, B.L., a graduate of Glasgow University, has been appointed Professor of Economics at University College, Nottingham.

In connexion with the Universities Congress, Aberdeen University has conferred the honorary degree of D.D. on the Rev. Thomas W. Powell, President and Vice-Chancellor of the University of King's College, Windsor, Nova Scotia, and the honorary degree of LL.D. on Mr. Charles Chilton, D.Sc., Professor of Biology at Canterbury University College, Christchurch, New Zealand.

At the summer graduation at Edinburgh University, the honorary degree of LL.D. was conferred on the Lord Rector, the Earl of Minto; Lt.-Col. Bailey, R.E., formerly Lecturer in Forestry; Prof. Cash, Aberdeen University; Mr. J. S. Flett, Geological Survey, Edinburgh; Mr. W. Warde Fowler, D.Litt., Oxford, formerly Gifford Lecturer; Lord Johnston; Prof. McIntosh, St. Andrews University; Mr. Robert Munro, M.A., M.D.; Sir James Porter, K.C.B., the Admiralty; Sir Thomas Raleigh, K.C.S.I.; and Mr. J. L. Robertson, M.A., LL.B., Chief Inspector of Schools.

Glasgow School Board has resolved to build the first open-air school in Scotland. It will be a school for defective children, and it will accommodate two hundred physically defective and eighty mentally defective pupils. The site is a very open one, and the building will be so constructed that the front of the classroom on the ground floor (for the physically defective) can be thrown open by means of folding doors. There will also be a veranda in which the children can be taught in the open air. Most of the playground will be sown in grass, and there will be trees and shrubs. The estimated cost is £9,600.

IRELAND.

The Senate of Dublin University held a meeting for conferring degrees, on June 29, at which honorary degrees were conferred on the Right Rev. Charles Dowse, the newly elected Bishop of Killaloe (D.D.), and on Sir William Launcelot Gubbins (M.D.), both graduates of the University.

"Trinity Week" has been an unusually exciting one this year, owing to the Bicentenary Festival of the Medical School. The usual events of the week, the University Boat Club Regatta and the College Races, were for once of minor importance. The sun, an infrequent visitor throughout June, came to aid the celebrations and shone steadily throughout the week; and his presence was all that was needed to make them a complete success. Dublin was full of delegates and visitors from all parts of the civilized world, a large number of them, of course, of the medical profession, and for a few days scarlet gowns were not an uncommon sight and lent a welcome touch of colour to the city streets. The Festival began on Thursday afternoon, when guests and delegates were received by the Chancellor of the University and the Provost in the Library. In the evening the delegates were entertained by the graduates of the Medical School at dinner in the Round Room of the Mansion House; whilst a reception was held at Trinity Hall (the women students' hostel) for ladies only. After Dr. Mahaffy's address came the central function of the celebration—the reception of congratulatory addresses from the deputations of Universities and other Corporations at home and abroad. As each delegate approached the dais to present his address to the Chancellor, an appropriate national air was played on the organ. Space would fail to give the names of all the delegates, among whom was one woman, Dr. Aldrich-Blake, from the London Royal Free Hospital School of Medicine for Women. In the afternoon Lord Iveagh gave a garden party for the guests of the Bicentenary Festival, and in the evening, Goldsmith's comedy, "She Stoops to Conquer," was performed in the Queen's Theatre by the University Dramatic Society, an ode composed for the occasion by Dr. Oliver St. John Gogarty being read as a prologue.

Saturday's proceedings began in the morning with the unveiling of the memorial bronze medallion of the late Dr. Daniel Cunningham, who was Professor of Anatomy for twenty years until his transference to Edinburgh. The medallion, which is the work of the well known artist Mr. Oliver Sheppard, was unveiled by Dr. James Little, Regius Professor of Medicine, who delivered an address on its subject. In the afternoon at 3 o'clock a special meeting of the Senate was held in the Examination Hall for the purpose of conferring honorary degrees on the distinguished visitors. After the conferring, the Provost gave a garden party in the Senior Fellows' garden, at which the scarlet gowns of the doctors and the gorgeous vestments and insignia of some of the foreign delegates threw the ladies' dresses quite into the shade.

Trinity College has come in for a valuable bequest through the death of Mrs. Lecky, widow of the historian, who has left (in accordance with her husband's wishes) lands in Queen's County and Co. Carlow to endow a chair of modern history, which is to be called "The Lecky Chair of History"; as well as all his manuscripts, note-books, and commonplace books (with power of publication at discretion), and a bronze bust of him by Boehm.

Cardinal Logue presided at the prize distribution at Maynooth, on June 25, and took advantage of the occasion to define his views (and presumably those of the Hierarchy) on the attitude of the Church towards the Universities. He combated the idea that it was now open to Roman Catholics, if they liked, to enter Trinity College. "The same prohibition that existed against Catholic young men going to Trinity College before the establishment of the National University holds at present, and we have the same objection to it for the same reasons." However, the Cardinal has no personal animus against Trinity, which he described as "a magnificent old establishment," and to which he wished every success so long as it confined its work to "its own people." He even commended it highly for two reasons: one, because it had avoided "that unseemly mixture of sexes" which was to be found in the colleges of the National University and which was introduced to meet the wishes of those "masculine females" who wanted not only to be equal to men but to supplant them. (But has Trinity College avoided it?) The other, because Trinity College had kept the religious flag flying—even though a Protestant flag. As for the National University, it was at present "a Pagan bantling," but, added the Cardinal, "please God, if we can, we will baptize it and make it Christian"—there's more hope, it appears, of making something out of a Pagan than a Protestant.

Queen's University, Belfast, held its annual graduation ceremony on July 18, when the Chancellor, the Earl of Shaftesbury, who presided, gave a very satisfactory account of the work and progress of the University, which, he said, united among its students all classes and all the chief creeds of the North of Ireland in peace and harmony. He referred to recent benefactions by which the University had profited, amongst them a gift of £25,000 from the Misses Riddell of Belfast, for the erection of a residence for women students, one of £1,200 from Mrs. Reid Harwood (a former student of Queen's College) for the foundation of a scholarship in modern languages, and a bequest of £3,000 from the widow of the late Dr. John Magrath for a clinical scholarship. One important matter effected during the past year was a junction between the University and two outside institutions, the Belfast Municipal Technical Institute and the Royal College of Science, Dublin, whereby candidates for the degree of B.Sc. would be able to avail themselves of the instruction and apparatus in engineering in the former, while students of agriculture could obtain theoretical and practical training in the latter.

The resolution of the Senate of Queen's University, passed last April, to raise the lectureship in Celtic Languages (at present held by Canon O'Connell) to a professorship, has since been rescinded on financial grounds. A public meeting was recently held in Belfast to protest against this action, at which Dr. Dowse, Dean of Down and Connor, and others interested in Irish studies spoke, and it was decided to send a deputation to the Senate on the subject. The Belfast Gaelic League and other friends of the Language Movement have offered the Senate £250 a year for the next four years (the current term of engagement) to subsidize the Celtic Chair.

The rules and program of the Intermediate Examinations for 1913 have been issued as a Parliamentary paper during the month and laid on the table of the House of Commons for the customary forty days before becoming law. The new rules contain some important features, chief among them the abolition of the Preparatory Grade. Henceforth all students of fourteen years of age may compete in the Junior Grade. There are also some alterations in conditions for awarding exhibitions and prizes; of which more anon.

The Annual Oireachtas was held in the Rotunda, Dublin, during

(Continued on page 556.)

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The Language Movement.

the first week of July. There were the usual features—competitions, dramatic performances, open air pageants, and exhibitions of Irish arts and industries. At the inaugural meeting on Monday evening the President, Dr. Douglas Hyde, and Canon O'Connell, of Queen's University, delivered orations in Irish; on Wednesday evening there was a social reception for delegates and visitors in the Mansion House; and on Friday evening the prize-winners' concert was held. Throughout the week the *Ard-Fheis* (Central Representative Committee) held its session, at which chiefly matters connected with education were discussed, and several resolutions were adopted and forwarded to the National Board, asking, among other things, (1) that in Irish-speaking districts Irish should be the medium of instruction in all subjects; (2) that it should be taught to all children in every primary school; (3) that no student should be admitted to a training college or receive a teacher's certificate on leaving it without a knowledge of Irish; and (4) that inspectors ignorant of Irish should not be sent to Irish-speaking districts. Some of these demands, especially the second and third, are hardly likely to be successful. Those who were at the Oireachtas this year and were able to compare it with the meetings of former years were conscious of a lack of the old enthusiasm, in spite of increased numbers and more elaborate organization. This was partly, no doubt, due to the fact that with the beginning of July many of the most zealous workers in the language cause in Dublin depart for a sorely needed summer holiday; while those who remain to attend the Oireachtas are generally taken up with the *Ard-Fheis* or other committees and have no leisure to attend the competitions and public performances. It has been decided this year to try a change and hold next year's meeting in Galway or some other centre in the Irish-speaking world.

A conference of delegates from the *Gaedhealtacht* or Irish-speaking districts was held during the Oireachtas, at which arrangements were drawn up for the distribution of about £1,000 during the coming year in paying district teachers in Irish-speaking districts.

SCHOOLS.

BEDFORD.—Speech Day was July 3. Sir J. J. Thomson, who distributed the prizes, commended the School as the first in time and rank of day schools. It took account of a factor neglected in most schemes of education, the parent. The Head Master, Mr. Reginald Carter, commenting on the year's honour list, said it included nine direct passes into Woolwich (E. F. Tickell second), and fourteen into Sandhurst. He deprecated the lowering of the age for Army examinations and said the alternative for the future was better pay for officers or universal compulsory service. The School had won three open scholarships at Oxford and Cambridge, besides exhibitions.

BROMSGROVE SCHOOL.—Election to School Scholarships—V. C. Bach (Mrs. R. S. Lea, Nuneaton) and E. V. M. Hughes (Miss Pacy, Birkdale); to House Exhibitions—M. A. Forquaharson (Mr. Clayforth, Oakmount, Southampton) and A. S. Ivens (Mr. Bennett, Styne School, Worthing).

CANTERBURY, KING'S SCHOOL.—The following elections to entrance scholarships have just been made:—L. H. Thomas (Rev. S. Shilcock, Kenley), P. J. F. Cooper, R. E. Page, F. K. Stranack, A. G. Cole, F. R. G. Shephard (Mrs. Edwards, S. Godstone), W. West (The College, Herne Bay), L. Dade (Mr. Hayman, Beckenham). To a House Scholarship:—C. E. V. Philipps (King's College Choir School).

CLAPHAM HIGH SCHOOL FOR GIRLS.—M. Potter has been awarded a scholarship of £40 a year for three years for English at St. Hugh's College, Oxford; B. Hood Barrs, a scholarship of £60 a year for three years for classics at the Royal Holloway College; L. Newman, a scholarship of £50 a year for three years for classics and French at the Royal Holloway College; and J. Petrie, an exhibition for History at Somerville College, Oxford. A. Tregaskis and M. Holloway have been placed in Class III of the Natural Science Tripos; G. Nicholls, in Class III of the Mathematical Tripos, Part II; E. Elligott, in Class II of the Honour School of Natural Science; B. Nicholls, in Class II of the Honour School of French Language and Literature, with distinction in spoken French. F. Carey shared the Greek Testament Prize offered by Newnham College, and M. Hennings gained the Savory Divinity Prize offered by the Royal Holloway College.

HAILEYBURY COLLEGE.—The prizes for Latin Prose and Greek Iambics have been awarded to C. J. Richards; Greek Prose and Translation into English, to A. D. Burnett-Brown; Mathematics, English Verse and an English Essay, to H. B. Usher; the Shakespeare and Hanbury History Prizes to R. M. Haythornthwaite; the Jackson Art Prize, to G. C. F. Ramsden; the French Prizes, to R. H. Lawson and D. K. Leclercq; the German Prize to D. K. Leclercq; the Physics and the Chemistry Prizes to N. W. Birkett.

In the list of distinctions for the year are the following:—R. Dendy, Classical Exhibitioner of Balliol College; J. C. Grant, Historical Exhibitioner of Exeter; R. H. Lawson, Classical Scholar of Sidney Sussex; D. Henderson, Historical Scholar of Clare; J. Burnaby, Craven Scholar, Cambridge; H. G. Vincent and G. S. Walley, First Class, Mathematical Tripos, Part I; K. G. Digby, First Class, Div. 2, and H. Burnaby, First Class, Div. 3, Classical Tripos, Part I. The following have passed into the Royal Military Academy, Woolwich, from the School, A. C. Hancocks, G. J. Wellesley, M. E. Dennis, and L. Gurney. On July 5 and 6, the School, which opened under the Rev. A. G. Butler, in September 1862, celebrated its Jubilee. On July 5 the usual Speech-day prize-giving took place, followed by scenes from "Le Bourgeois Gentilhomme," "The Critic," and "The Frogs." An exceptionally large gathering of parents and other friends of the School was present. In the evening there was a torchlight procession of the whole School through the Avenue and Quadrangle, ending with a parade and evolutions on the Terrace Field, where some of the traditional school songs were sung. On July 6 the foundation-stone for a new Big School, to be built on the site of the present one, was laid by Princess Henry of Battenberg, after a service in the school chapel, at which the Visitor, the Archbishop of Canterbury, preached. In the evening about three hundred Old Haileyburians, and past and present members of the staff dined in the school hall. The Bishop of Southwell was in the Chair. Other speakers were the Master, who received a hearty welcome, the Head Master of Eton, Major-Gen. C. W. Park, C.B., the Right Hon. W. Hayes Fisher, M.P., and C. E. Longmore, Esq., C.B.

HARROW, THE COUNTY SCHOOL.—Mr. P. Holgate, B.A., of the Portsmouth Municipal Secondary School, has been appointed Junior French Master. Mr. J. O'Sullivan, B.A., has been appointed Junior English Master. On July 2 a Display of Physical Exercises was given, under the direction of Mr. Paterson. On July 9, the second Speech Day was held, when the Bishop of London distributed the prizes and delivered a stirring address to the boys. E. Heath has won a Junior Corporation Scholarship at the City of London School. During the summer holidays two camps will be held, one a standing camp for 120 boys on the south coast and the other a tramp camp in the Black Forest.

ST. OLAVE'S GRAMMAR SCHOOL.—Speech Day was celebrated here on Thursday, July 25, the prizes being distributed by Sir Sidney Lee, who in the course of his address alluded to the many problems, political, social, and economic, which the next generation of citizens would have to solve, and dwelt upon the necessity of a system of education which should not allow the faculty of reason to "rust in us unused." The honours list for the year include four First Classes in the London Matriculation Examination, two in the Intermediate Science, two open scholarships and one exhibition at Cambridge, one Third, five Second, and three First Classes in Cambridge Triposes, a diploma in Agriculture at Cambridge and one in Economics at Oxford, six Bachelor degrees at London, and the first place in the examination for Student Interpreters. L. E. Neal gained the English Literature Prize; N. C. Hamilton, the Nutt Prize for Classics; A. F. Pullinger, the prize for Mathematics; L. Y. Sanders, that for Chemistry and Physics. D. A. G. B. Ryley gained the seldom awarded prize for an English poem; while F. Norris was awarded the Ruskin Prize, the Virgil Prize, and the Epigram Prize. The subject of his epigram may be left to conjecture: its first line ran "Unus homo nobis cunctum cine (restitutum) rem." At the close of the day the School bade farewell to Mr. F. P. Hartley, who is retiring after forty-one years of service. In his place we shall welcome, next term, Mr. G. A. Le Chavetois, an Old Olavian, who has been till now on the staff of Emanuel School, Wandsworth.

PRIZE COMPETITIONS.

The Translation Prize for July is awarded to "Eicarg."

Winners of the Translation Prizes for June are Miss F. L. Ghey (Latin), St. Mary's Hall, Kemp Town, Brighton, and Miss E. Bidwell (French), 34 Lee Terrace, Blackheath.

Ce grand cardinal de Richelieu, comme tous les hommes qui ont laissé dans l'histoire la marque de leur passage, se trouve avoir fondé bien des choses auxquelles il ne pensait guère, certaines même qu'il ne voulait qu'à demi. Je ne sais, par exemple, s'il se souciait beaucoup de ce que nous appelons aujourd'hui tolérance réciproque et liberté de penser. La déférence pour les idées contraires aux siennes n'était pas sa vertu dominante, et, quant à la liberté, on ne voit pas qu'elle eût sa place indiquée dans le plan de

(Continued on page 558.)

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l'édifice qu'il bâtissait. Et pourtant, voici qu'à deux cent cinquante ans de distance, l'âpre fondateur de l'unité française se trouve, dans un sens très réel, avoir été le fauteur de principes qu'il eût peut-être vivement combattus, s'il les eût vus éclore de son vivant. Cette Compagnie, qui est après tout la plus durable de ses créations, qu'est-elle, Messieurs, si ce n'est une grande leçon de liberté, puisque ici toutes les opinions politiques, philosophiques, religieuses, littéraires, toutes les façons de comprendre la vie, tous les genres de talent, tous les mérites, s'assoient côte à côte avec un droit égal ? La règle de la maison de Mécène, vous l'observez :

" . . . Nil mi officit unquam
Ditior hic aut est quia doctior, est locus uni
Cuique suos. . . "

Réunir les hommes, c'est être bien près de les réconcilier, c'est au moins rendre à l'esprit humain le plus signalé des services puisque l'œuvre pacifique de la civilisation résulte d'éléments contradictoires, maintenus face à face, obligés à se tolérer, amenés à se comprendre et presque à s'aimer.

By "EICARG."

And so it comes to pass that this great Cardinal Richelieu, like all men who have made their mark on the pages of history, founded much of which he little dreamt, some things, indeed, whose full development was far from in accordance with his will. I am not aware, for example, that he cared much for what we nowadays call mutual toleration and freedom of thought. Deference for ideas opposed to his own was not his most striking characteristic; and, as to freedom, we do not find it had a niche in the plan of the edifice he purposed raising. And yet here we have this determined founder of French unity proving himself, 250 years after his death, to have been, in a very real sense, the pioneer of principles which he would, perhaps, have bitterly opposed had he seen their actual genesis in his lifetime. This Academy, which is after all the most lasting of his creations, what is it, gentlemen, but a great object-lesson in liberty of thought, since here professors of all shades of political, philosophic, religious and literary belief, exponents of all theories as to the true meaning of life, men remarkable for genius in very varied spheres, and men who have merited their position by deeds on very different fields, set side by side, endowed with equal rights and privileges? Here, indeed, is fully observed the law that governed the household of Maecenas:—

It troubles me no whit
If this man richer, that more learned be.
To each his proper place.

To bring men face to face is a great step towards making them friends; it is, at the very least, to do for the human mind the greatest service possible, since the peaceful work of civilization results from opposing elements brought into touch with one another, bound to mutual toleration, and thus led on to true understanding—nay, almost to love—one of the other.

We classify the 126 versions received as follows:—

First Class.—Elephant, Emil, Borealis, Menevia, S.E.H., Lydia K. Moorcroft, Peripatetic II, Nutcracker, Annulus, D.E.G., Eicarg, Old Savilian, E.M.F., Martin, Mergy.

Second Class.—Moth, C.L.G., Alexis, Cunctator, St. Quintin, Gwen, Keddie, Cairngorm, Dane, Amaryllis, Constantine, Peck, Great Western, Dunboy, Odette Boussier, Olga, Pendragon, A.S., Pont-Ste-Maxence, Chingleput, March, Jappy, U.D.C., Bardolph, B.B.B., Kento, J.H.D.M., Fortes et Fidelis, W.J.D., Esbie, Myra Han, Vigdeniensis, Mahatz, Skerryvore, Hibernia, Henricus, A.R.H., Bianca, Caliban, Margaret Robins, H.L.H., Gothicus.

Third Class.—Florizel, Flebotomy, Shakspeare, Tony, E.M.F. Rix, E.A.D., Gryphon, H.A.G., I.R.P., Andromache, E.F.G.H., Craig Dhu, Balgowan, Muguet, Siena, Daphne, Ever the same, Benita, Hesperus, Burlington, Coö, Soangetaha, Côte d'Emeraude, W.B.D., Cecilia, Logan, A. Loreburn, Charity, M.C., Piano, I.S., A.J.R., Gorse, Mornya, B.C.H., Aline, Francesca, Judy, Ydak, Vhig, Verner, Little Nell, Sir Isumbras.

Fourth Class.—Enfant gâté, A.G.H., Deirney, A.G.M., H.M.A., M.E.M., A.D., Bear and forbear, Ryder Reid, Moor-down, Rufus, C.J.B., J.J.W.W., Selaginella, Jacques, Suamak, Anglaise, Shamrock, Chinkapin, Binx.

Fifth Class.—P.M.I., Rosetti, Romeo, Salve, Russ, Mistral, U.T., Missie, Plage, Hudson, Frère, Oro, M.A.T., First try, Linden, XL.

The quotation from Horace was generally left in the original, or else misrendered. In a prize competition it should certainly have been translated, either in the text or in a note, and preferably in verse:—

(Continued on page 560.)



THE LONDON Central Institute for Swedish Gymnastics, 16, 17, & 18 Paddington Street, Marylebone, W.

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These School and Teachers' Advertisements are continued from page 519.

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W. MACLEAN,
Acting Secretary.
School Board Offices,
Kimberley, South Africa,
15th June, 1912.

X Other School and Teachers' Advertisements are continued on pages 560, 561, 562, and 563. X

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No. **TRANSFER** of flourishing Home School 4,981. at favourite South Coast Health Resort, containing rather over 30 Boarders at prospectus fees of 60 to 75 guineas, and 9 Day Pupils at prospectus fees of 9 to 12 guineas. School practically full as to Boarders. Gross receipts over £2,000 and net profits over £900, both showing substantial increases over the average of the last three years. Excellent premises, on lease for 99 years. Price for property, Goodwill, and furniture, £4,800. Property good security for a substantial mortgage.

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GIRLS' SCHOOL TRANSFERS.

extras. Excellent premises in a very good position in a beautiful neighbourhood, with good social advantages. Goodwill 10 per cent. of the first year's fees of any Pupils handed over.

No. **TRANSFER** of good-class School in 4,978. healthy London Suburb, carried on successfully by present Principals for over 20 years. They wish to retire. Over 50 Day Pupils, at prospectus fees of 4½ guineas for Kindergarten up to 9 guineas, and considerable extras. 2 weekly Boarders at 15 guineas. Receipts from the School £460, and from letting School Hall, &c., £140, during the last year. Goodwill £300.

No. **TRANSFER or PARTNERSHIP** to 4,977. succession, of School in a Northern Seaside place, established over 40 years, purchased by the present vendors about twelve years ago. Strictly for gentlemen's daughters and with a very high educational standard. 30 Boarders at prospectus fees of from 63 to 66 guineas, and 30 Day Pupils and Day Boarders, prospectus fees from 9 to 27 guineas. Gross receipts nearly £1,000, and net profits about £800. Price of whole Goodwill £2,000, but one-third or one-half share would be sold in the first instance.

No. **TRANSFER** of Day Connection of 4,976. flourishing Boarding and Day School near an important Northern City, containing nearly 100 Day Pupils. Prospectus fees 6 to 12 guineas. Nearly 30 Boarders; the majority of the Boarders would probably follow the Principals, who wish to move to another locality and conduct a small School there. Gross receipts considerably over £3,000. From Day Pupils alone about £1,400. Goodwill at capitulation fees.

No. **TRANSFER** of good-class Boarding 4,973. School at a favourite health resort receiving regularly Pupils from Orphan Association maintained by certain Banks, which always has at least 10 Pupils at the School. Now 26 Boarders. Prospectus fees from 40 to 60 guineas, paying from 26 to 50 guineas. Gross receipts nearly £700. Owing to the illness of one of the Principals the School would be sold outright for £300, though the furniture and equipment are probably worth more than this.

No. **PARTNERSHIP** in flourishing School 4,963. for Gentlemen's Daughters in the Home Counties. Partner required to assist in extension. About 12 Boarders and 30 Day Pupils. Prospectus Fees of £75 to £100 and about £30 per annum respectively. To be divided into different departments in separate houses. Present profit about £300, and pupils being refused.

GIRLS' SCHOOL TRANSFERS.

No. **TRANSFER** of old-established, large, 4,890. and flourishing Boarding School for gentlemen's daughters at South Coast Health Resort. Principals retiring. Full with 60 Boarders. Prospectus fees 60 to 75 guineas. Gross receipts of last twelve months considerably over £4,000, and profits over £1,200. Goodwill £2,000.

No. **TRANSFER or PARTNERSHIP** 4,880. with a view to succession. Flourishing School for Boarders only, at a favourite South Coast Resort. Steadily full, with rather over 30 Girls. Prospectus fees of 90 guineas, besides extras. Gross receipts about £4,400 last year. Average annual receipts of last four years about £4,000. Net profits for those periods over £750 and over £720 respectively. Goodwill of half share £1,000.

No. **PARTNERSHIP** in Boarding and Day 4,874. School in residential locality close to important Midland town, containing 7 Boarders and about 25 Day Pupils and Day Boarders. Prospectus fees 60 to 75 guineas and 15 to 42 guineas respectively. Gross receipts about £1,000. Profits between £200 and £300. Goodwill of half share £250.

No. **PARTNERSHIP** with a view to succession in Boarding and Day School for Gentlemen's Daughters in a very healthy locality near the South Coast. Nearly 20 Boarders. Prospectus fees from 75 to 90 guineas, and 12 Day Pupils, 9 to 18 guineas. Excellent premises. Gross receipts about £1,200 and net profits about £200 per annum.

No. **TRANSFER** of Boarding and Day 4,856. School for Gentlemen's daughters in residential seaside district in the Northern Midlands, containing 6 Boarders and between 30 and 40 Day Pupils. Boarders pay from 45 to 80 guineas and Day Pupils from 9 to 50 or more guineas per annum. Gross receipts over £1,400, and profits nearly £200. One term's fees for Goodwill, or a lump sum of £500.

No. **PARTNERSHIP**, possibly to succession, in Boarding and Day School in healthy Northern Suburb of London. A few Boarders paying on the average about £60 per annum, and about 40 Day Pupils, and Day Boarders, paying fees varying from 9 guineas for the youngest up to 24 guineas per annum, and considerable extras. Gross receipts over £1,000. Goodwill by capitulation fee.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require full particulars before arranging introductions to their clients. No charge is made to Purchasers.

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I rank their equal, as your honoured guest."

In the first sentence "this great Cardinal" and "finds himself" were common errors. "To Cardinal Richelieu, as to all great men who have left their mark on history, we must ascribe the origin of many reforms that he hardly contemplated, and even of some that he himself would scarcely have approved." "Mutual tolerance" or "toleration," not "reciprocal." *Dans le plan*: "in planning his Institute." *L'âme fondateur*: "the austere statesman who laid the foundations of national unity." I prefer "Society" to "Company" and "object lesson on liberty" to "lesson of liberty." "All opinions . . . sit" is a strained metaphor in English, and instead of watering down the "sit" it is better to turn "men of all opinions, political, &c., . . . from whatever point of view they regard life." *La règle*: "the rule that was followed by Maecenas and his friends, you still maintain." Maecenas was often misspelt and the statement turned into an imperative. *Réunir*: "to bring together," not "to unite," or, worse, "to reunite." *Résulte d'éléments*: "is the resultant of conflicting elements, kept in close contact, driven to mutual toleration, and so led to understand one another—I had almost said to love."

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Prizes to the amount of Ten Guineas are offered for the following subjects:—

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2. A suitable passage, French, German, or Latin, for the Translation Prize, with a fair copy.

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3. A study of animal life.

ARITHMETICAL PUZZLES.

1. I sent a messenger to obtain change for a sovereign. He brought back eleven silver coins, and I found that I was unable to make a payment of ten shillings with them. What were the coins?
2. I was paying my tailor and said that I should expect him to allow discount. He was about to deduct 12s. 10½d. when I remarked: "You are cheating yourself of 4½d. It was discount, not interest, I asked for." What was the amount of the bill?
3. The birthdays of my two sons, both under twenty, are on the first day of the month. One of them is 2,279 days older than the other. When were they born respectively?
4. Three bullocks in 2 weeks eat off the grass in two acres of meadow and the grass which grows there during those 2 weeks. Two bullocks in 4 weeks eat off the grass in two acres and the grass which grows there during those 4 weeks. How many bullocks are wanted to eat off in 6 weeks the grass in six acres of meadow and the grass which grows there during those 6 weeks?
5. A cyclopædia is published in twenty-eight volumes, each of which contains between 600 and 700 pages. Each volume is paged separately. The number of figures employed would have been greater by 54½ per cent. if the work had been paged continuously to the end of Vol. 28. How many pages are there?
6. Jones and I live the same number of doors from the North-East corner of our square. The number of my house is a multiple of the number opposite me. His number is a multiple of the number facing him. How many houses are there in the square? (N.B.—There are more than four.)

[Unsuccessful competitions, if accompanied by a stamped and addressed envelope, will be returned.]

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by September 16th, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C."

These School and Teachers' Advertisements are continued from page 559.

STUDENT-TEACHER (Resident)
Wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

AUSTRALIA.

TEACHERS' CENTRAL REGISTRY,
UNDER THE DIRECTION OF A COMMITTEE OF
THE TEACHERS' GUILD OF NEW SOUTH WALES.

MEN and WOMEN Graduates and
other qualified teachers willing to come to Australia are invited to forward full particulars of their qualifications and experience, with copies of testimonials, to the Registrar,

Miss GARRAN,

Equitable Building, Sydney, N.S.W.

Salaries for Resident MASTERS range from £100 to £300, for Resident MISTRESSES from £70 to £150.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000
words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

ST. JOHN'S ROYAL LATIN
SCHOOL, BUCKINGHAM (DUAL).—Wanted, in September, SENIOR ASSISTANT MISTRESS. Graduate with good qualifications in History and English. Experience necessary. Needlework and Drill a recommendation. Athletics. Salary £140, rising by annual £10 increments to £160. Apply—HEAD MASTER.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the position of ENGLISH MISTRESS at the London County Council Paddington Technical Institute, Saltram Crescent, W. Salary £120, rising to £180 by yearly increments of £6. The services of the successful applicant will be utilized mainly in the Trade and Domestic Economy Schools at the Institute.

Applications must be on the official forms, to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by Thursday, 26th September, 1912. Every communication must be marked T.1 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.
Education Offices,
Victoria Embankment, W.C.
17th July, 1912.

WANTED, STUDENT, to train
under first-class Kindergarten Mistress for N.F.U. Certificates. Small premium. Address—No. 9,286.*

WANTED, in a high class
GIRLS' SCHOOL, high standard, a MISTRESS to take good Mathematics and Elementary Science. Mutual terms or small salary, as 12 hours a week is only needed. No supervision, and ample time for studies. Suitable for lady who has Inter. Science, and wishes to work for Degree. Technical schools close by, where studies could be continued. University within 12 miles. Address—No. 9,369.*

VACANCY, next term, in large
Girls' Boarding School for Student wishing to prepare for Cambridge Higher Local Examination or London Degree, or Froebel Examinations. Premium. Address—No. 9,403.*

EDGBASTON HIGH SCHOOL

FOR GIRLS, BIRMINGHAM.—Wanted, in September, a HOUSE MISTRESS for the Boarding House. Some teaching required. (Housekeeping done by a competent matron.) Experienced Graduate preferred. Salary £100 a year, resident.—Apply to the HEAD MISTRESS, stating subjects offered.

WANTED, for Germany, about
October, young Lady, fond of children, to instruct little German Girl in English. Good English essential. Sewing and washing for child also required, and dusting own room. Some knowledge of German preferable, but not absolutely necessary. State terms; references required. Address in first instance—No. 9,406.*

WANTED, in September, a young,
trained HOUSEKEEPER to work for few months under Principal in large Girls' Boarding School of highest class, with view to taking entire charge of housekeeping. Send testimonials and full particulars. Address—No. 9,410.*

REQUIRED, in September, in
large Church of England Boarding School near London. (a) Resident HOUSE MISTRESS, able to teach sewing and help in secretarial work. (b) VISITING MISTRESS for Botany and Nature Study. Send full particulars and copies of testimonials. Address—No. 9,411.*

THOROUGHLY experienced,
well-qualified MUSIC (piano/forte) MISTRESS. Autumn term only. Good salary, non-resident. Must know something of Curwen method for young pupils and prepare up to advanced grade standard. Address—No. 9,414.*

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

• Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the Secretary, 59 Cambridge Street, Hyde Park, W.

BOROUGH ROAD TRAINING COLLEGE, ISLEWORTH.

The Council of the British and Foreign School Society begs to announce that consideration of the applications for appointment as RESIDENT PRINCIPAL of BOROUGH ROAD TRAINING COLLEGE has been postponed until November. Any further applications should reach the SECRETARY of the Society not later than November 1st.

The salary offered is £600 per annum, with house, free of rent, rates and taxes. Candidates must hold a University degree with honours.

Forms of application may be obtained, by forwarding addressed foolscap envelopes, from the Secretary of the Society, to whom, at the address given below, applications, with printed or typewritten copies of not more than four testimonials (preferably on foolscap paper), should be sent. Personal canvassing will disqualify the applicant. The new Principal will be expected to take up his duties immediately after Christmas.

W. PRYDDERCH WILLIAMS, Secretary.
British and Foreign School Society.
114 Temple Chambers, London, E.C.

CITY OF SHEFFIELD. EDUCATION COMMITTEE.

Wanted, at once, TEACHER OF DOMESTIC SUBJECTS for scholars in Elementary Schools; salary according to scale; preference will be given to a Teacher possessing three First Class Diplomas (Cookery, Laundry work, and Housewifery).

Form of Application, together with Scale of Salaries, may be had from the Secretary, Education Office, Sheffield.

G. S. BAXTER, Secretary.
July, 1912.

CUMBERLAND EDUCATION COMMITTEE.

BRAMPTON COUNTY DUAL SECONDARY SCHOOL.

Required a MASTER, to begin duty in September if possible. Principal subjects: Mathematics, Botany, and Chemistry. University degree in Honours, and at least two years' experience in Secondary Schools essential. Commencing salary £150 per annum. Applications must be made on official forms (which may be obtained on sending a stamped addressed envelope) and should be returned not later than August 12th, 1912, to H. W. COUSINS, M.Sc., Head Master, Samuel King's School, Alston, Cumberland.

UNIVERSITY OF LONDON.

The Senate invite applications from persons of either sex for the post of UNIVERSITY READER in HISTORY, tenable at King's College for Women. The salary will be £300 per annum.

Applications (twelve copies), together with the names of not more than three references, must be received not later than first post on Saturday, October 19th, by the ACADEMIC REGISTRAR, University of London, South Kensington, S.W., from whom further particulars may be obtained.

HENRY A. MIERS, Principal.

UNIVERSITY OF LONDON.

The Senate invite applications for the post of UNIVERSITY READER in ENGLISH LANGUAGE and LITERATURE, tenable at King's College for Women. The salary will be £300 per annum. Applications (twelve copies), together with the names of not more than three references, must be received not later than first post on Saturday, October 19th, by the ACADEMIC REGISTRAR, University of London, South Kensington, S.W., from whom further particulars may be obtained.

HENRY A. MIERS, Principal.

COWLEY SECONDARY SCHOOL, ST. HELENS.

Wanted, for next term, MATHEMATICAL MASTER. Salary £250, rising by increments of £10 to £260. Candidates must be graduates in honours. Apply at once to PERCIVAL SHARP, Secretary for Education, St. Helens, Lancs.

RHONDDA COUNTY SCHOOL,

NORTH.—Wanted, in September next, a MISTRESS. Chief subject, Mathematics. Must have taken either Honours or the final examination for her degree in Mathematics. Salary from £100 to £120 according to qualifications and experience. Apply immediately to HEAD MASTER.

GIRLS' COLLEGIATE SCHOOL,

PIETERMARITZBURG, NATAL.—Wanted, to begin work on 1st February, 1913, a KINDERGARTEN MISTRESS, Higher Certificate N.F.U., who can undertake the instruction of Students in training, and teach drill. Ability to organize games desirable. Salary £90, £100, and £110 in three successive years with board and residence, holidays included if desired. Passage out paid. The School is a Boarding and Day School under a Committee. Apply, by letter, with copies of testimonials (which will be returned after the appointment is made), names of personal referees and full particulars as to age, religious denomination, qualifications and experience, to Mrs. STEWART, 14 Carlton Street, Edinburgh.

HANTS COUNTY COUNCIL.

EDUCATION COMMITTEE.

Wanted, in September, a lady as STAFF TRAVELLING INSTRUCTOR OF PHYSICAL EXERCISES. Must be fully trained in the subject. The salary will be not less than £120, and up to £150, according to experience and qualifications. Application forms sent on receipt of stamped addressed foolscap envelope to be returned before 8th August to the DIRECTOR OF EDUCATION, The Castle, Winchester.

NORTH RIDING EDUCATION COMMITTEE.

SALTBURN HIGH SCHOOL FOR GIRLS.

Wanted, on 3rd September, 1912, an experienced ASSISTANT MISTRESS to teach English, French, and Class Singing. Must be competent to take charge of a Form. Good discipline essential.

A Form of Application, with further particulars, may be obtained from the undersigned, on receipt of a stamped directed foolscap envelope for reply.

Cleveland District W.M. MENNELL.
Education Office, Redcar. Clerk to the Governors.
25th July, 1912.

HOME offered to one Girl, age 11

to 14 years, who would be companion to another. Every educational advantage. Music thorough, English, Drawing, &c. Pension £15.—Convent, Kilmnane, County Limerick.

EDGE HILL TRAINING COLLEGE.

Required, in September, SCIENCE MISTRESS to teach Nature Study (Botany and Zoology), and Hygiene. Graduate, experienced. Salary £100. Apply—PRINCIPAL, The Cot, Tisman's Common, Rudgwick, Horsham.

REQUIRED, in September, in first-

class country School for Girls (Junior House), a young girl over 18 years of age to train as HOUSE MISTRESS. Full particulars from—H.M.D., c/o J. & J. Paton, 143 Cannon Street, London, E.C.

WANTED.—FORM MISTRESS

to begin work in September. Degree essential. Elementary Mathematics, Botany, and Games an advantage. Salary £100. Apply—HEAN MISTRESS, Kendrick Girls' School, Watlington House, Reading.

AN educated Girl wanted as

STUDENT-TEACHER in a good modern Private School, near London. Advantages as desired are offered in return for a little help with juniors. Premium £5 per term.—B., 79 Palmerston Road Bowes Park, London.

CARLYLE COLLEGE, CLAPHAM COMMON, S.W.

FOR GIRLS. STUDENT-MISTRESSES required. English, London Metric, Cambridge Local, Music L.R.A.M., A.R.C.M., or Associated Board. Full thorough training.

WANTED, end of September,

GENERAL SUPERINTENDENT FOR EDINBURGH PLAY CENTRES MOVEMENT, also SUB-SUPERINTENDENT for one Centre. State experience and available time, send testimonials.—No. 157, Keith & Co., Edinburgh.

ASSISTANT STUDENT MIS-

TRESS required from September. Thorough training in all subjects for the N.F.U. Examinations and in Educational handwork in return for services given. If resident, a small premium required. Apply—Mrs. E. E. PROCTOR, The Kindergarten, 86 Croydon Road, Beckenham.

WANTED, in September, resident

ENGLISH MISTRESS in private school (50 girls). Chief subjects: Mathematics, Modern Geography, Nature Study, and Elementary Practical Science. Salary £40 to £60 according to qualifications and experience. Apply Miss MOLLINS, Raven's Croft, Seaford, Sussex.

CITY OF HULL. EDUCATION COMMITTEE.

CRAVEN STREET MUNICIPAL SECONDARY SCHOOL.

Head Master: Mr. H. SHEPPARD.

A FORM MISTRESS (Form IV Girls) is required early in September next for the above Mixed Secondary School.

Ordinary subjects. Oral French essential.

Good disciplinarian.

The successful candidate will be required to assist in the supervision of games out of school hours.

Commencing salary £90 per annum.

Forms of application may be obtained from the undersigned on the receipt of a stamped addressed envelope, and must be returned so as to reach me not later than the 15th day of August, 1912.

J. T. RILEY, Secretary of Education.
Education Offices,
Albion Street, Hull.
18th July, 1912.

CITY OF SHEFFIELD. EDUCATION COMMITTEE.

TRAINING COLLEGE IN DOMESTIC SUBJECTS.

Wanted, in September next, the undermentioned Teachers to train Students. Preference will be given to candidates who hold special certificates for High Class Cookery and Advanced Science, and have had experience on the staff of a Domestic Training School.

(a) HEAD ASSISTANT TEACHER of Domestic Subjects. Commencing salary, non-resident, £120 per annum; or £90 per annum with Board, Residence, and Laundry at the College Hostel.

(b) TWO ASSISTANT TEACHERS of Domestic Subjects. Commencing salary, non-resident, £100 per annum, rising to a maximum of £120 per annum by annual increments of £5 each, subject to satisfactory service; or £70 per annum, with Board, Residence, and Laundry at the College Hostel, rising to a maximum of £90 per annum.

Forms of Application, which may be obtained from the undersigned, should be returned at once.

Education Office, G. S. BAXTER, Secretary.
Leopold Street.
26th July, 1912.

COUNTY BOROUGH OF HASTINGS EDUCATION COMMITTEE.

SECONDARY SCHOOL FOR GIRLS.

The Committee require the services of a full-time JUNIOR FORM MISTRESS, with good qualifications in Art, and, if possible, Class Singing, and able to assist with Junior Form work. Commencing salary £60 per annum, rising by annual increments of £5 to a maximum of £70.

Applications (on forms to be obtained from the Offices of the Committee on receipt of a stamped addressed foolscap envelope) must reach the undersigned not later than Saturday, 10th August.

Canvassing will disqualify.

PHILIP O. BUSWELL, Secretary.
Offices: 18 Wellington Square,
Hastings.
23rd July, 1912.

UNIVERSITY OF BRISTOL.

Council invites applications for the post of MISTRESS of METHOD, becoming vacant in September next. Number of women students in training 125. Salary £300 per annum. Further information may be obtained from the REGISTRAR.

BOROUGH OF KINGSTON-UPON-THAMES.

SCIENCE AND ART SCHOOL AND TECHNICAL INSTITUTE.

Wanted, for the session 1912-13, TEACHERS for the following evening classes (each of 1½ hours' duration) for the preparation of students for the Elementary Examination of the National Froebel Union in (1) Knowledge of Child Nature, (2) Practice of Education in Kindergarten and Transition Classes, and for the Higher Examination of the same body in (1) Literature, and (2) Child Hygiene. Salary 15s. inclusive per class of 14 hours. Applications will be received from candidates in respect of any or all of the above named subjects.

Applications, which must be made on forms to be obtained from this office, should be returned to me not later than August 1st.

Education Offices, H. T. ROBERTS, B.A.,
Kingston Hall Road, Education Secretary
Kingston-upon-Thames.

REQUIRED, in a high-class German

Boarding School for Girls, English PUBLIC TEACHER *au pair*. No salary. Apply to Frau OBERIN VON CRIEGL-WINTER, Stift Kriegl, Westphalia, Germany.

TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH,
Educational Agents (Estd. 1833), 34 BEDFORD STREET,
STRAND, and 22 HENRIETTA STREET, COVENT GARDEN,
LONDON, W.C., invite immediate applications from well qualified Assistant
Mistresses for the following Appointments:—

ENGLISH AND GENERAL VACANCIES.

Graduate for high-class School near London. Mathematics and English. Third Form Mistress. Salary £60 resident.—No. 646.

Head Teacher for School at Eastbourne. Degree desired, not essential. English and French. £60 resident.—No. 639.

Experienced Mistress for large Boarding School on Kentish Coast. Age not under 25. To prepare pupils for Higher Local and Matriculation. History, Science, Mathematics, English. Fair salary resident.—No. 638.

Form Mistress for High School. Degree necessary. Mathematics, Botany, Arithmetic. Also to help with Junior Form. £100 non-resident.—No. 635.

Assistant for County School to take Geography and Mathematics. £120 non-resident.—No. 650.

Graduate to take English Language and Literature. Must be specialist. £100 to £120 non-resident.—No. 537.

Assistant Mistress for first-class School near London. English, Literature, Mathematics, Games. £60 resident or £100 non-resident.—No. 519.

Well-qualified Mistress for School near London to take Latin and Mathematics. Age desired over 26. Salary £50 resident.—No. 800.

Mistress for Dual School in Midlands. Form subjects and Handwork. £50 resident.—No. 675.

Graduate for Boys' Preparatory School in West of England. Latin, Greek, Mathematics, and English. £50 res.—No. 672.

Classical Mistress for School at Seaside. English or History desirable. Degree looked for. £60 res.—No. 655.

Experienced English Mistress for high-class School near London. Literature, History, Scripture, Mathematics. Experience in organization essential. Salary £60 to £70 res.—No. 573.

Well-qualified and experienced Mistress for first-class School near London. English and Mathematics, Geography, and French. Salary up to £65 res.—No. 513.

Two Graduates (Roman Catholics) for School near London. History with one and Geography with the other as special subjects. Salaries respectively £65 res.—Nos. 511 and 512.

Head Mistress for first-class School on Sussex Coast. English generally, Algebra, Drawing, Arithmetic. £50 res.—No. 668.

Graduate for Latin, Mathematics, and Botany. Experience necessary. £50 res.—No. 671.

Graduate for Latin, Mathematics, and English. £50 res. School in Scotland.—No. 654.

Head Teacher for School in North of England. Mathematics, Arithmetic, French and German, English. £50 res.—No. 566.

Mistress for School in Cathedral City. Classics and Mathematics. Fair salary res.—No. 496.

MATHEMATICAL AND SCIENCE VACANCIES.

Science Mistress with B.Sc. degree or equivalent. Girls' High School. Fair salary.—No. 659.

Science and Mathematical Mistress for Seaside School. Botany, Mathematics, Geography. £60 res.—No. 656.

Botany, Geography, and Mathematics. Seaside School. £50 res.—No. 648.

Mathematics, Botany, Physiology, and Hygiene, Geography, Physics, Chemistry. £50 res.—No. 576.

Graduate (B.Sc. or equivalent) for Science and Mathematics. High School. £60 to £70 res., or £94 non-res.—No. 498.

Junior Mathematical Mistress for important School. Degree desired. £50 res.—No. 477.

Science and English Mistress. Botany chief subject. Some Mathematics. Degree if possible. £50 res.—No. 614.

MODERN LANGUAGE VACANCIES.

Mistress especially for French by Direct Method, also good English. £100 non-resident.—No. 657.

Mistress for French and German for Seaside School. To prepare for examinations. £45 to £50 resident.—No. 651.

Senior Mistress for County School. Graduate necessary. First-rate French (Grammatical and Conversational). £140 non-resident.—No. 615.

Graduate of Oxford, Cambridge, or London for Modern Languages. German especially. £65 resident.—No. 597.

English Lady for French and German. London School. £45 resident.—No. 577.

English Mistress with first-rate French (Grammatical and Conversational). £100 to £120 non-resident. Secondary Day School.—No. 538.

Art Mistress for important School. To prepare for R.D.S. Examinations. Fairly good salary, resident.—No. 803.

Six well-qualified Music Mistresses for good Schools. Salaries about £40 to £60 res.

Four Games and Gymnastic Mistresses for important Schools. One especially for good Dancing. Liberal Salaries.

Two Domestic Science Mistresses. Salaries respectively £90 non-res. and £50 res.—Nos. 670 and 607.

250 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

60 Student Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications should be stated.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 518 for brief particulars of some of the Schools Messrs. GRIFFITHS, SMITH, POWELL & SMITH now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**
Telegraphic Address: "SCHOLASQUE, LONDON." Telephone: 7021 CERRARD.

BRIGHOUSE SECONDARY SCHOOL FOR GIRLS, YORKSHIRE.

The Governors invite applications for the post of HEAD MISTRESS of this School. Salary £200 per annum. Candidates must possess a degree, or its equivalent, of a University in the United Kingdom. Further particulars and forms of application may be obtained from the undersigned on receipt of stamped addressed foolscap envelope. Applications must reach the Education Office, Brighouse, not later than 5 p.m. on Thursday, August 15th, 1912. Canvassing will be a disqualification.

Manor House Brighouse. JNO. REEVE, Clerk to the Governors.

TYPEWRITING.—Testimonials. 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptness and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

WANTED, for Berlitz Schools and others on Continent, many certificated TEACHERS (ladies and gentlemen). Apply—LANGUAGE TEACHERS' INSTITUTE, Ludwigstrasse 1/1, Würzburg, Germany. Photo.

WANTED, next term, MATHEMATICAL MISTRESS in first-class Girls' Boarding School. Botany and Nature Study a recommendation. Church of England. Send full particulars and copies of testimonials. Address—No. 9,412.*

CITY OF SHEFFIELD EDUCATION COMMITTEE.

Wanted, an INSTRUCTRESS FOR PHYSICAL EXERCISES AND SWIMMING, to give instruction to scholars in Elementary Schools and to Female Teachers (if required). Salary £120 per annum, rising by £5 for each complete year of satisfactory service to a maximum of £150 per annum.

Forms of application, which should be returned at once, may be obtained from G. S. BAXTER, Education Office, Sheffield. Secretary. July, 1912.

WANTED, January, 1913, young graduate, evangelical views, to teach Latin, Mathematics, Modern Geography. Experience, training, games, recommendations. Free passage. £60 resident. Apply—PRINCIPAL, Brecks School, Ootacamund, Nilgiri, South India.

BRIDLINGTON HIGH SCHOOL.

Wanted, in September, junior FORM MISTRESS to take some Mathematics, Botany, and Gardening. Degree or equivalent essential. Apply—HEAD MISTRESS.

COUNTY SCHOOL, PWLLHELI.

Wanted, by September 17th:—(1) ASSISTANT MASTER to take Mathematics, Woodwork or some subsidiary subject a recommendation. Salary £120 to £130.

(2) ASSISTANT MISTRESS to take general form subjects and Botany. Salary £100 to £110. Both teachers appointed must be willing and able to take part in School Games.

No testimonials will be returned unless accompanied by stamped, addressed envelope.

Application must be made on or before Saturday, August 17th, to the HEAD MASTER.

MUSIC STUDENT wanted in good Private School, to help with piano practice of young pupils and train for L.R.A.M. Small fee if resident. Address—Miss SPRAGGE, 27 Putney Hill, S.W.

GERMAN LADY wanted as HOUSE MISTRESS in good Private School. Able to teach her own language well, good needlewoman, experienced with children. Address—Miss SPRAGGE, 27 Putney Hill, S.W.

HIGH SCHOOL, WISBECH.—

Wanted, in September, resident KINDERGARTEN STUDENT. Preparation for Froebel Examinations in return for services and £7 per term. Apply—HEAD MISTRESS.

HABERDASHERS' ASKE'S

GIRLS' SCHOOL, ACTON, W.—Wanted, in September, ENGLISH MISTRESS. Good Honours Degree and some experience essential. Apply to the HEAD MISTRESS, stating subsidiary subject.

WANTED, September, in Private School, resident MISTRESS for Girls and small Boys. English Subjects, French, Music, Games. Apply, stating age and salary, with testimonials—PRINCIPAL, Marlborough House School, Bishop's Waltham.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,
SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for the Autumn Term should apply *without delay* to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention. The following are selected from a large number of SEPTEMBER VACANCIES, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

Assistant Mistress for important high-class Boarding School in Home Counties, to teach advanced English Literature, and Latin. Oxford Honours Schools or equivalent; experience and Churchwoman. Games a recommendation. Res. £70 to £100.—A 30993.

English Mistress for Church of England Boarding and Day School in Canada, to teach general English subjects. Higher Local or equivalent and experience essential. Res. £75 to £80 and passage.—A 31157.

Assistant Mistress with good qualifications and some Boarding School experience to act as Head of Boarding House attached to an important High School in the Midlands. Res. £100 to £120.—A 30334.

Senior Assistant Mistress for Public Secondary School, to teach French and English History. Degree and good experience essential. Non-res. £140 increasing.—A 31453.

Assistant Mistress for Secondary School in the West Indies, to teach Latin, English, and French. Degree or equivalent, or good Higher Local Honours. Experience. Non-res. £120 to £130 with furnished rooms and passage.—A 31378.

Assistant Mistress with good Geography and English for mixed Secondary School in Midlands. Degree or equivalent. Games. Non-res. £100 to £120.—A 31933.

History Mistress for Church High School in North of England to teach History, with Geography. Degree or other good qualifications. Churchwoman. Non-res. £105 to £110.—A 31941.

English Mistress for large Public Day School in London, to teach English Literature with some History. Honours Degree and good experience essential. Non-res. post, good salary.—A 32856.

Assistant Mistress for Dual Secondary School in the Midlands, to teach Latin, English, and elementary French. Degree or equivalent. Experience or training; Games. Non-res. £115 to £120.—A 32814.

Senior Assistant Mistress for Dual Secondary School in Wales. General subjects, with Drawing and able to play Piano. Degree, with some experience. Non-res. £120.—A 32584.

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DENMARK HILL PHYSICAL TRAINING COLLEGE FOR TEACHERS, LONDON, S.E.

(a) EDUCATIONAL SECTION
for English and Swedish Gymnastics and Sports.

(b) REMEDIAL SECTION
for Massage and Remedial Swedish Movements.

Principal: Miss E. SPELMAN STANGER, M.B.C.P.E. and S.T.M., Sunray Avenue, Denmark Hill, S.E.

Preparation for the Examinations of (a) British College of Physical Education (Swedish and English Syllabus), (b) Incorporated Society of Trained Masseuses.

BEDFORD COLLEGE FOR WOMEN. (UNIVERSITY OF LONDON.) YORK PLACE, BAKER STREET, LONDON, W.

Principal: Miss M. J. TUKE, M.A.

The MICHAELMAS TERM begins on Thursday, October 3rd.

LECTURES are given in preparation for all Examinations of the University of London, in Arts, Science, and Preliminary Medicine; for the Teachers' Diploma, London; the Teachers' Certificate, Cambridge; and for the Cambridge Higher Local Examination.

SIX LABORATORIES are open to Students for practical work.

There is a Special Course of SCIENTIFIC INSTRUCTION IN HYGIENE, designed to furnish training for Women Factory and Sanitary Inspectors and Teachers of Hygiene.

The ART SCHOOL may be attended by Students who are not taking other subjects at the College.

A single course in any subject may be attended.

Regular Physical Instruction is given free of cost to Students who desire it by a fully qualified woman teacher.

RESIDENCE.

Accommodation for 68 resident Students is provided, partly in the College and partly in South Villa, Regent's Park. In the Course of the Session 1912-13, the College and Residence will be moved into the new buildings which are being erected in the South Villa grounds.

Full particulars on application to the PRINCIPAL at the College.

DEPARTMENT FOR PROFESSIONAL TRAINING IN TEACHING.

The Course includes full preparation for the Examination for the Teaching Diplomas granted by the Universities of London and Cambridge.

Students are admitted to the Training Course in October and January.

One Free Place (value £26. 5s.), one Scholarship of the value of £20, and a limited number of Grants of £10 are offered for the Course beginning in October, 1912, and for the Course beginning in January, 1913.

They will be awarded to the best candidates holding a Degree or its equivalent in Arts or Science.

Applications should be sent to the HEAD OF THE DEPARTMENT.

MADAME

BERGMAN ÖSTERBERG'S PHYSICAL TRAINING COLLEGE, DARTFORD HEATH, KENT, FOR RESIDENT STUDENTS.

The College, the first of its kind in England, was opened in 1885, with the view of training educated women as Teachers of Scientific Physical Education.

The Course of Training conducted by a large and competent staff of teachers, extends over two years. It includes the study of Anatomy, Physiology, Hygiene, Anthropometry, and Theory of Movement. In practical subjects instruction is obtained in Ling's Swedish Gymnastics, Dancing, Outdoor Games, and Medical Gymnastics and Massage. At the end of the Course, examinations are held and certificates of theoretical knowledge and practical efficiency in teaching are awarded to successful students.

The College, which provides 50 separate bed-sitting rooms and several large studios, is situated on very high ground, gravel soil, on the confines of an extensive beath, half an hour from town. It stands in its own fine grounds of fourteen acres, which contain an Outdoor Gymnasium, Running Track, Cricket and Hockey Grounds, Lawn Tennis Courts. The Indoor Gymnasium, 70 ft. by 35 ft., and the Medical Gymnasium Room, 50 ft. by 25 ft., lofty and well ventilated, are fitted up in the most perfect style, all the apparatus having been designed and executed in Stockholm.

The immediate neighbourhood offers over one thousand children for the students' practice as teachers.

Hundreds of posts have been obtained through this College, a list of which is to be obtained with the Prospectus.

Students admitted in September.

For particulars apply—THE SECRETARY.

MADAME

BERGMAN ÖSTERBERG'S UNION OF TRAINED GYMNASIUM TEACHERS. Ling's Swedish System.

Aim of the Union: To advance the cause of Physical Education on scientific lines.

In placing members of this Union as Teachers in Schools, careful and discriminating choice is exercised, and the exact requirements of each School specially considered.—PHYSICAL TRAINING COLLEGE, DARTFORD HEATH, KENT.

University Tutorial College, LONDON.

(Affiliated to University Correspondence College.)



ORAL CLASSES IN LONDON FOR LONDON UNIVERSITY EXAMINATIONS.

MATRICULATION, 1913.

Morning, Afternoon, and Evening Classes for the next January and June Examinations commence Thursday, September 12th.

Since January 1910 over 300 University Tutorial College Students have passed London Matriculation.

INTER. SCIENCE, 1ST MEDICAL, AND INTER. ARTS.

Day and Evening Classes commence Tuesday, October 1st.

B.Sc.

AND

B.A.

Revision Classes in Practical Chemistry and Physics are held during September and October.

Day and Evening Classes for the 1913 Examinations commence Tuesday, October 1st.

At the B.Sc. and B.A. Examinations in October 1911, 46 Students of University Tutorial College were successful.

PRIVATE TUITION.

Private Tuition may be obtained either during Term or in ordinary School Vacations, in subjects for London University and other Examinations.

FEES: Eight one-hour lessons, £2. 2s.:

Seventeen one-hour lessons, £4. 4s.

Full particulars may be had from—

THE PRINCIPAL, University Tutorial College, Red Lion Square, Holborn, W.C.

(UNIVERSITY OF LONDON.) KING'S COLLEGE FOR WOMEN, KENSINGTON SQUARE, W.

(Under the Patronage of Her Majesty QUEEN ALEXANDRA.)

Warden: Miss H. D. OAKLEY, M.A.

Preparation is given for the Examinations of the University of London in the Faculties of Arts and Science; the London University Certificate in Religious Knowledge; the Archbishop's Diploma in Theology; the King's College Diploma and Certificate in Home Science. There are Matriculation Classes.

Separate Courses of interest to non-examination students are given in History, Literature, Philosophy, and Biology; also in the Home Science subjects of Hygiene and Physiology; and the Economics of Women's Work.

The Divinity Courses are also open to non-examination students.

Special courses of lectures useful to Social Workers have been arranged to begin in the Michaelmas Term. Instruction in Music is given by Mrs. HUTCHINSON and others.

The Michaelmas Term begins on Thursday, October 3rd.

Further information may be obtained from the SECRETARY, 13 Kensington Square, W.

UNIVERSITY OF LONDON, UNIVERSITY COLLEGE.

THE SESSION 1912-1913 in the FACULTIES OF ARTS, SCIENCE, MEDICAL SCIENCES, and ENGINEERING will begin on Monday, September 30th; the FACULTY OF LAWS on Tuesday, October 1st. The Provost and Deans will attend on Monday, September 30th, and Tuesday, October 1st, from 10 a.m. to 1 p.m., for the admission of Students. Intending Students are invited to communicate with the Provost as soon as possible.

The SLADE SCHOOL OF FINE ART will open on Monday, September 30th, and Students may be admitted on or before that date.

ENTRANCE SCHOLARSHIP.

A GOLDSMID ENTRANCE SCHOLARSHIP to the Faculty of Engineering (value £90) will be competed for by an Examination beginning September 24th, 1912.

The following Prospectuses are now ready, and may be had on application to the Secretary:—

Faculty of Arts;
Faculty of Laws;
Faculty of Medical Sciences;
Faculty of Science;
Faculty of Engineering
Indian School;
Slade School of Fine Art;
School of Architecture;
Department of Economics;
Department of Public Health;
Post-Graduate Courses and Arrangements for Research.

Post-Graduate and Research Work is provided for in all Departments.

WALTER W. SETON, M.A.,
University College, London (Gower Street). Secretary.

ROYAL HOLLOWAY COLLEGE. (UNIVERSITY OF LONDON.)

Principal: Miss E. C. HIGGINS, B.A.

THE MICHAELMAS TERM begins Thursday, October 3rd, 1912. The College prepares Women Students for the London Degrees in Science and Arts.

TWELVE ENTRANCE SCHOLARSHIPS, from £50 to £60 a year, and several Bursaries of not more than £30, tenable for three years, will be offered for Competition in June 1913.

For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

WESTFIELD COLLEGE

(UNIVERSITY OF LONDON.)

TWO SCHOLARSHIPS of £50 a year for 3 years, given by the Drapers' Company, and other Entrance Scholarships of the value of £35 to £50, will be offered at an Examination to be held in May, 1912.

Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1912, and to read for a Degree in Arts or Science to be approved by the Council.

For Calendar and further particulars as to Scholarships, apply to the SECRETARY, Miss S. M. SMITH, Westfield College, Finchley Road, N.W.



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OF THE
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ROYAL COLLEGE OF MUSIC
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LOCAL CENTRE EXAMINATIONS (Syllabus A).
Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London district and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 16th, 1912.

SCHOOL EXAMINATIONS (Syllabus B).
Held throughout the British Isles three times a year, viz., October-November, March-April, and June-July. Entries for the October-November Examinations close Wednesday, October 9th, 1912.

The Board offers annually **SIX EXHIBITIONS**, tenable at the R.A.M. or R.C.M., for two or three years.

Theory papers set in past years (Local Centre or School), price 3d. per set, per year.

Syllabuses A and B for 1912 or for 1913, entry forms, and any further information will be sent post free on application to—

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Telegrams: "Associa, London."

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GOOD Music and Drawing,
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Graduates, or persons who have passed Degree Examinations of other Universities, may, after one year's study or research, take a Master's Degree.

Syllabuses with full information as to Lecture and Laboratory Courses, Fees, Regulations for Degrees, Diplomas, &c., Exhibitions and Scholarships, will be sent on application to the SECRETARY of the University.

New Session begins September 25, 1912.

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BREMS BUILDINGS, CHANCERY LANE, E.C.

Principal—G. Armitage-Smith, M.A., D.Lit.

UNIVERSITY OF LONDON.

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ARTS, SCIENCE, LAWS, ECONOMICS,
under RECOGNIZED TEACHERS of the University.

Latin, Greek, English, French, German, Italian, Geography, History, Logic, Economics, British Constitution, Mathematics (Pure and Applied), Chemistry, Physics, Botany, Zoology, Geology and Mineralogy, and Law.

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PATRON: HIS MOST GRACIOUS MAJESTY THE KING.

THIS Institution provides courses
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1. For training Students to become Teachers of Cookery, Laundrywork, and Housewifery, recognized by the Board of Education; also for Dressmaking, Needlework and Millinery Diplomas, qualifying for appointments as Teachers in Training Colleges, Elementary and Secondary Day Schools, other Institutions, and Evening Classes.

The Practical and Theoretical instruction includes Chemistry of Food, Elementary and Advanced Hygiene, and Advanced Physiology.

2. For other Students—Ladies, Cooks, and Ladies Maids, Classes are held in all Domestic Subjects.

3. In addition, Certificates are granted for Dressmakers and Milliners; and Classes in Household Management are held for instruction in the duties of servants, care of house linen, cleaning of plate, glass, china, &c.; and in Cookery for Officers, Mess Cooks, Blue Jackets, Ships' Cooks, &c.

For full particulars apply to the SECRETARY.

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(G.P.D.S.T.).

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University of Durham.
ARMSTRONG COLLEGE,
NEWCASTLE-UPON-TYNE.

Principal: W. H. HADLOW, M.A., D.Mus.

SESSION OF 1912-13.

MATRICULATION EXAMINATION
September 24th-28th.

PARTICULARS of Curricula for
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UNIVERSITY OF LONDON.

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UNIVERSITY OF LONDON.

KING'S COLLEGE.

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FOR SECONDARY SCHOOLS.

Theory, Practice, and History of Education: J. W. ADAMSON, B.A., Professor of Education (Head of the Department).

Psychology: W. BROWN, M.A., Lecturer.

The Course, which includes Practical Work in Secondary Schools, extends over one academic year, beginning in OCTOBER or JANUARY. It is suitable for those who are preparing to take the Teachers' Diploma of the University of London.

The fee is £20 for the year if paid in advance, or Eight Guineas per Term (Three Terms in the year). TWO SCHOLARSHIPS of £20 each for One Year, tenable from October 1, 1912, are offered to suitable Candidates (Men) who are Graduates of a British University. Application should be made to Prof. ADAMSON, King's College, Strand, W.C.

UNIVERSITY OF LONDON.

KING'S COLLEGE.

COMPLETE COURSES of STUDY are arranged in the following Faculties for Degrees in the University of London. Students may also join for any of the subjects without taking the complete course. Facilities for research are given.

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Division of Architecture.

FACULTY OF SCIENCE.—(a) Natural Science Division; (b) Medical Science Division; (c) Bacteriological Department; (d) Public Health Department.

FACULTY OF ENGINEERING.—Civil, Mechanical, and Electrical Engineering.

KING'S COLLEGE.

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A SCHOOL OF THE UNIVERSITY OF LONDON.

Courses for Degrees in Theology, or for the Associateship of the College.

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UNIVERSITY OF LONDON.

KING'S COLLEGE.

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For all particulars apply to the SECRETARY, King's College, Strand, W.C.

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THE UNIVERSITY EXAMINATION
POSTAL INSTITUTION

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Terms Moderate. Many Successes.

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QUALIFIED Women Teachers of all grades should apply to—THE EDUCATION SECRETARY, South African Colonization Society, 23 Army and Navy Mansions, 115 Victoria Street, S.W.

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Thorough Education on modern lines.—Usual curriculum, also Citizenship Course, Extension Lectures, &c.

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This School aims at giving an all-round education to boys and girls.

Much work is done in the open air, for which the surrounding woods and moors and streams furnish ideal material. Special attention to children who require a healthy out-of-door life in bracing air.

Further particulars from the PRINCIPALS.
Next term begins April 29th.

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FOR GIRLS (G.P.D.S.T.).

Head Mistress: Mrs. WOODHOUSE.

SECONDARY TRAINING COLLEGE.
Recognized by the Board of Education for the Training of Secondary Teachers.

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Flourishing Clubs Union, Athletic Ground, Students' Hostel, &c.

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(1) COMPLETE EDUCATION in PRELIMINARY and INTERMEDIATE MEDICAL STUDIES at the University Centre for Medical Sciences at University College, London, designed to meet the requirements of the 1st and 2nd Examinations for the M.B., B.S., University of London, and of the 1st and 2nd Examinations for the M.R.C.S. (Eng.), L.R.C.P. (Lond.), and the first examination for the F.R.C.S. (Eng.).

(2) COMPLETE EDUCATION in FINAL STUDIES at UNIVERSITY COLLEGE HOSPITAL and MEDICAL SCHOOL designed to meet the requirements of the Final Examinations of the Universities of Oxford, Cambridge, and London, and of the M.R.C.S. (Eng.), L.R.C.P. (Lond.), and F.R.C.S. (Eng.) Examinations.

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Physiology, and
Pathology

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For prospectus and further particulars apply to the DEAN, University College Hospital Medical School, University Street, Gower Street, W.C.

LONDON (Royal Free Hospital) SCHOOL OF MEDICINE FOR WOMEN (UNIVERSITY OF LONDON.)

8 HUNTER STREET, BRUNSWICK SQUARE, W.C.

Full Courses are arranged for the M.B., B.S. Degrees of the University of London and for the Qualifying Examinations of other Bodies.

Special Classes for the Primary Fellowship Examinations.

Arrangements and bursaries for Dental Students. Winter Session will begin on Tuesday, October 1st, 1912.

Prospectus and information as to Scholarships, residence in the School Chambers, &c., from the Secretary and Warden, Miss L. M. BROOKS.

J. A. H. COCK, M.D., Dean.

CITY OF MANCHESTER. MUNICIPAL SCHOOL OF TECHNOLOGY.

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OCCASIONAL NOTES.

MR. J. L. PATON, to whom we always look for inspiration, is not so happy as usual in his *Contemporary* article on the new Register for teachers.

He starts with two serious errors of fact. The first Register, he tells us, was put under the charge of a State official and therefore failed. It is true that the Council had no voice in the regulations which were prescribed by the Board of Education acting on the advice of the Consultative Committee, but its administration was uncontrolled. Next it is stated that on the new Council the Board of Education will be represented. As our readers are aware, all the forty members are chosen by educational bodies, with the exception of the Chairman, who is to be nominated by them *ab extra*. Lastly, we are told that, after settling qualifications, the most serious business of the Council will be to decide, as do the Medical Council and the Law Society, what is "infamous conduct in a professional respect"—a work that the first Council could not undertake because it was a mere piece of Government administration. As a matter of fact, such powers were given to and exercised by the first Council, and, doubtless only by an oversight, this clause was not repeated in the recent Order in Council. These are flaws on the surface, and the body of the article is admirable both in sentiment and diction. All that Mr. Paton says as to the collegiate spirit and the abolition of class distinctions we heartily endorse, but we wish he had thrown some light on the initial problem of a

common qualification for all teachers and more explicitly stated that, in his opinion, professional training (the word does not occur in the article) should be an essential.

THE summer holidays always bring with them the question of the value of holiday courses in modern languages. A considerable sum of public money is now being spent by the Local Authorities in providing Bursaries for teachers tenable at holiday courses, and it is not clear whether the money is in all cases spent in the best possible way. In the first place, a three weeks' holiday course can do no more than freshen up knowledge which has become dulled; it can furnish no opportunity for thorough study. Secondly, those whose special need is to practise conversation frequently find themselves in an environment that is as much English as French or German. But the Local Authorities insist on their teachers going to these courses, probably because certificates for attendance at lectures are given and frequently also diplomas. We should like to see the uniformity of this practice broken, first by the diversion of some of the money to providing bursaries tenable for longer periods, three or four months at least—these would help teachers who want opportunities for genuine study; secondly, by permission being sometimes given to teachers who are particularly weak in conversation to spend their time in private families. There are many varieties of modern language teaching, and all its practitioners do not require the same thing.

EVERY year the organizations for providing the children of elementary schools with something to do in the long holidays increase their activities. The essence of the vacation school is that the work of the masters and mistresses is reduced to guiding and superintending, whilst the children are free, within certain limits, to choose their own occupations. Much of their time is spent out of doors, and when wet weather drives them into the school building handwork of various kinds is the principal resource. It seems more than possible that these schools will exercise a considerable influence over the teaching in term time, especially that of the lower classes. For these classes the self-activity of the children—guided, and controlled, by the teachers—should be a very large part of the aim of the life of the classroom, and in the vacation schools masters and mistresses must be gaining valuable experience in the methods by which that aim can be best attained.

UNDER "Schools and Scholars," last month, "A. S. D." drew a glowing picture of the modern side in Utopia. The staple of instruction will be English in the widest sense of the word—literature and composition (both prose and verse), modern history, politics, and economics. For the rest of the time there will be free option between mathematics, science, and modern languages. Boys of real ability who may win scholarships at the University will have no difficulty in carrying on the Latin and Greek that they have begun in the junior school to the standard of Responsions. "G. K.," while criticizing, accepts, in the main, this ideal scheme, but contends that it is not a vision of the dim future, but an actuality that is slowly but surely being brought to pass. Classical and modern he pronounces fictitious distinc-

tions; literary and scientific would be more appropriate. But if, as he desires, English, including politics and civics, are taught on both sides, linguistic and scientific would be nearer the mark. Both would abandon Greek as a compulsory subject, but "G. K." holds fast to Latin as the one foundation of a liberal education and would have Latin thoroughly taught on both sides. He affirms by recent instances the old argument that the classically trained boy will beat the moderns on their own ground. The argument, as we have before remarked, seems to us fallacious. The majority of the head masters are classics, all the prestige and most of the prizes still attach to the classical side, and the modern side is still a siding where the failures in Latin and Greek are shunted. As a German master once remarked, under provocation, "It is true what I was told. You are the *orfal* of the school." A single instance goes for little, but we might counter "G. K.'s" record of the classical boy who carried off the prize for modern history by mentioning that one of the most brilliant Firsts in Greats of recent years, followed by a Fellowship, was gained by a modern-sider.

CIRCULAR 808, "Suggestions for the Teaching of English," is a revised edition of the Memorandum of 1905. The first Memorandum was confessedly tentative, and in the seven years the Department has gathered much from inspectors and teachers, and not been too proud to modify its former conclusions. An official document addressed *urbi et orbi* must perforce be guarded and cautious, and the teacher is likely to complain that the directions are too vague and general to admit of particular application. Yet, if he attend only to the negative advice, he will probably be warned of some bad practice that he should eschew. For instance, he will not set himself to eradicate provincialism or to correct the Northumbrian "burr." The insistence on oral teaching throughout and on the postponement of reading for the first two years of school life is commendable, and not less at a later stage the emphasis laid on matter *versus* form in reading and composition. To note a few defects, classes of fifty or sixty are still regarded as normal; phonetics are not once mentioned, and simplified spelling is tacitly ruled out of court; formal grammar teaching is reduced to a minimum, but no hint is given as to when it should begin, and parts of speech precede analysis of sentences. The Circular ends with a word to the teachers themselves. They are warned against pedantry and affectation, tall talk and fine words. Their pronunciation was doubtless considered too delicate a subject to handle, but we may add from our experience that, if *viva voce* formed part of the Government Certificate Examination, a considerable percentage would be rejected for Cockney accent and misplaced aspirates. A late distinguished grammarian, offended with a boy's definition of a pronoun and told that it was in Morrell, exclaimed: "Don't quote Morrell to me; 'e don't know no more of grammar than a 'ippopotamus."

Teaching of English in Elementary Schools.

WE are glad to learn that, at the next Trade Union Congress, the Miners' Federation will make an attempt to procure the deletion from the annual program of the motion in favour of secular education. We find it difficult to believe that the majority of working men really desire that their children should receive no religious instruction, and we are quite certain that, of all the

possible solutions of the religious question, the secular solution would be the least popular. In the discussions on the recent Education Bills it found scarcely any support in the House of Commons outside the Labour party. Its adoption would furnish no permanent solution of the question, as the experience of some of our own colonies has shown, whilst the difficulties in which it would involve the schools will be appreciated by those who have observed what is going on in France.

MR. A. R. PICKLES, Director of Education for Burnley, has backed the Radicals who demand a complete reorganization of our secondary education. In a paper reprinted in the *School Government Chronicle*, he points out that the secondary-school child costs the rates £7 and the elementary-school child £2. How is the sorting to be done? Not, says Mr. Pickles, by the scholarship system. He has no faith in "the setting of printed questions by an invisible examiner to remote children." He denounces the stimulation of young children to work at high pressure by competitive examinations, and therefore advocates the abolition of competitive examinations for scholarships and the substitution of a better system. We shall await with interest the findings of the Royal Commission on the somewhat similar question of the selection of candidates for the public service.

THE perplexing question has been raised whether the private "coaching" of elementary-school children for scholarships ought to be allowed. Obviously the aim of the scholarships is to a great extent defeated if poor children are deprived of scholarships because children whose parents can afford special tuition do better in the competitive examinations. In Bristol the question has been taken up by labour organizations, and the Education Committee has referred it to the Scholarships Committee. It is not easy to suggest a way out of the difficulty; for, as Dr. Cook, the Chairman of the Bristol Committee, suggested, it may well be that, in removing one objection, the Committee may find itself in worse straits. He was definitely opposed to a system of nomination or selection entrusted to others than members of the Committee.

THERE has been a frank discussion at the London County Council on the question of an increased grant to the Imperial College at South Kensington, which, it will be remembered, was the outcome of Lord Rosebery's letter in July, 1903, to Lord Monkswell, Chairman of the Council. The original proposal was for a great college of applied science working in co-operation with the Royal College of Science and the Central Technical College. The Council fell in with the idea, but the Government upset it by bringing the other Colleges definitely into the scheme. We are disposed to agree with Mr. Cyril Jackson that, so long as the undergraduates are there, the College cannot do its best work. Energy has been dissipated and progress has been slow. The Council, has, however, agreed to increase their grant from £8,000 to £13,000 for five years, and the Board of Education has also promised a substantial additional subsidy. Before that period elapses, the Royal Commission on University Education in London will no doubt have reported.

Secular Education.

MR. KENNETH BELL contributes to the *Cornhill* a study of the University of Toronto, where he passed two years as a teacher of history. All should read it who care to know not only what the Canadian undergraduate, but also what life in Canada, is like. We can only glance at some of the most striking features as here portrayed. The first impression is that culture is still to seek. It is not imparted in the common schools, admirable as these are *qua* day schools, nor is it found in the home where nothing is read but an inferior sort of *Daily Mail*. Toronto is the University not only of the province, but of the people. Rich and poor, men and women, all meet on an equality. Mixed education is not an unmixed blessing. It tempts the Canadian boy to a rather sickly dangling after his girl classmates in an atmosphere redolent of candy. The word "boy" is deliberately chosen, for, though the Canadian in years and knowledge of life is a man compared with the Oxford undergraduate, in mental development and social *savoir faire* he is a raw schoolboy. But, unlike his congener, he takes his studies seriously and is even more a slave to examinations. And, lastly, he is more truly patriotic. In England we talk of the Government, the upper classes, or the Socialists as *they*—making or ruining the country, as our political opinions may be; in Canada it is *we*. In Canada the world is all before them; we English look more with reverted than with forward eyes.

IN the holiday month the thoughts of even a journalist will turn sometimes to sport. There has been perturbation in many quarters because we got well beaten in the Olympic games at Stockholm, and sportsmen have been writing to the newspapers to complain that athletic sports are not taken seriously enough at schools and Universities. We hope that this grumbling will have no effect. Of all forms of outdoor recreation these sports are, whether looked at from the physical or the moral point of view, the least worthy. They appeal to the few only, they are purely individual and selfish, the boy playing for himself and not for a side, and they easily degenerate into show or into pot-hunting. They have little of the exhilarating and stimulating influence of football and cricket and none of their moral influence. The humble place they occupy in the outdoor life of schools is as good as they deserve.

THE new spirit at Whitehall, of which we wrote recently in connexion with the Teachers' Register, was in evidence when Mr. Selby-Bigge spoke at Stratford-on-Avon on the possibility of introducing folk song and dance into elementary schools. The Board, he said, were quite prepared to approve it if any Local Authorities wished to make the experiment. The valuable elements in these exercises were fun, disciplined and orderly effort, and a certain form of artistic emotion. It may strike some people that the first and second elements are to some extent in contradiction. Fun and discipline are strange bedfellows. Indeed, the supporters of the movement at the Conference were clearly divided into two camps, which may be called "the camp of joy" and "the camp of accuracy"—those who wished dancing taught as a means of enjoyment and those who wished it taught as an educational exercise.

OUR sympathies are mainly with the first camp. The principal object of teaching dancing and singing must be to cultivate the capacity and provide the means for invigorating and exhilarating physical and social enjoyment. It is no doubt melancholy that there should be any need for such instruction. Singing, indeed, has always been taught more or less in this and other countries; we know how widespread singing-schools were in the Middle Ages; but we may be sure that our medieval forefathers did not need to learn dancing at school. However, regrets of this kind are useless; since Puritanism and industrialism—and we attach far more importance to the second than to the first as the cause of the drabness of modern life—have between them nearly killed the capacity for wholesome natural pleasure; we must look to the schools to revive it, just as we look to schools to teach those elementary domestic arts which our grandmothers learnt in their own homes. A Hampstead Heath crowd is one of the most depressing sights in the world, not because the enjoyment is coarse or rough, but because the holiday makers have so few resources for enjoyment, except those that are provided by some kind of mechanical apparatus—a merry-go-round or a cinematograph.

WHAT we have said applies also to music in elementary schools. We should like to see singing treated less as an art and more as the expression of natural emotion—to see boys and girls taught to sing not in order that they may make pretty displays at school functions, but rather in the hope that they may be infected with the joy of singing and may grow up to sing spontaneously on all social occasions. The first desideratum is songs into whose sentiments they could really enter. The rather comic spectacle of a mass of young barbarians gently trilling "Drink to me only with thine eyes" or "Robin Adair" would no longer be possible. The result of the present treatment of singing is that, while the appreciation and cultivation of music have extended widely in the country, singing is still to the Englishman—or, at least, the Southern Englishman—something artificial, something to be rehearsed and performed before an audience, not the natural overflow of the heart, the spontaneous expression of gladness and sorrow.

OF all the advice given to schoolboys on this year's speech-days, we like best that of the Speaker of the House of Commons: "Don't be sloppy." It is advice which teachers as well as boys and girls might well take to heart. For "sloppiness" is the besetting sin of contemporary education. The schools which are described in the Board of Education's Circular on Modern Language Teaching as subordinating accuracy in speech and writing to conversational facility; schools which put into the hands of children a grossly partisan and flagrantly inaccurate history of England because it is written in a sensational style which makes it easy reading; schools in which the principle is accepted that it does not matter whether children understand the poetry they read provided they enjoy it—these and others might well take the Speaker's advice to heart. It is quite certain, then, that any teaching which seeks merely to excite interest and emotion, and neglects intellectual discipline and training in accuracy

Young
Canada.

The Cultivation
of Enjoyment.

Athletic
Sports.

Singing
in Elementary
Schools.

Folk Song and
Dance.

Sloppiness.

and thoroughness, is certain sooner or later to be discredited.

THE speech made by the Under-Secretary for India in introducing the Indian Budget was largely concerned with education—a tremendous problem indeed in a country with 230,000,000 of people, 90 per cent. of whom live in villages and scarcely one-tenth of whom can read. There are, it is true, 120,000 primary schools in India, but then there are 600,000 villages, to say nothing of the towns. The Government has produced a program which provides for something like the doubling of the number of schools, and it is hoped that the school-going population will be quite doubled. The great difficulty will be the provision of teachers. The supply of trained men is scanty, and the small salaries offered do not attract educated Indians. Evidently it will take a long time to carry out the Government's scheme. Mr. Montagu also criticized trenchantly the rote-teaching now given in Indian schools, but he did not say what it was proposed to substitute for it.

UNIVERSITY education in India has not hitherto excited much enthusiasm in England. It has been too much a mere matter of cramming students for examination. Healthy corporate life and the social and moral influences of University life have been almost wholly lacking. Yet it is fair to remember that Anglo-Indians agree that, in spite of all this, English education has had a favourable influence on the tone of the young men who have sought it. The growth of efficiency and honesty amongst Indian officials has been marked during the last generation, and, in part at least, it is to be attributed to education. It is in this side of University education that Mr. Montagu finds most hope for the future. The Government of India propose to spend largely in establishing boarding houses and hostels for students, so that social life may be fostered. The policy, already begun, of breaking up the large federal Universities and turning the local colleges into genuine teaching and residential Universities, is to be further developed in the future. On the whole, the outlook for education in India is promising.

A MERE drudge who could be dismissed almost without notice and who enjoyed a miserable average salary of £82—such is Mr. Birrell's description of the assistant master in Irish secondary schools. There have been hitherto no Exchequer grants for such schools. However, even in Ireland there is sometimes a ray of light. Mr. Birrell has succeeded in getting £40,000 a year out of the Chancellor of the Exchequer, though it is not quite clear whether the grant is to be permanent or not. He hopes soon to be able to provide a teacher for every forty-two pupils, and the minimum salary is to be £120 for men and £80 for women. This will be some improvement on present conditions, but even then we fear that it will still remain true that, as the Irish Secretary says, there is no occupation in life one would not recommend a friend to adopt rather than that of a secondary teacher. But is not that true of England also?

EDUCATION is as hard to define as poetry, and the Archbishop of York's description of an educated man, quoted the other day by Lord Morley, as one who

Education and Credulity.

knows what is evidence, and when an assertion is proved and when it is not, did not profess to be a complete definition. But it suggests the important question how far education has influenced the intellectual habits of the community. Its effect in some directions is fairly evident: interests are wider and there is desire for information; the working classes, in spite of occasional outbreaks of violence in times of excitement, are more self-controlled; drunkenness and brutality have diminished. But whether there are more people now than there were fifty years ago who know when an assertion is proved and when it is not is not so clear. To judge from political controversy, both on the platform and in the press, we should say that credulity flourishes as much as ever it did. Mendacity in politics was never more brazen or more violent, and mendacious writers and speakers no doubt understand their public. In a wholly different sphere the extraordinary vogue of patent medicines and faith healing points the same moral—that our present education does not succeed in developing any critical faculty in the masses, whatever success it may have had in other directions.

LOCAL AUTHORITIES.

THE transformation of the Local Education Authority from a "scholastic agency" into what Mr. Sidney Webb has termed "the organ of the community for maintaining and securing the national minimum of child nurture" is the significant result of recent legislation. There are those who lament this result and who would not impose upon public authority responsibilities which can be discharged by the individual. On the other hand, it may reasonably be urged that interference with parental discretion in one direction carries with it obligations in others. If the Authority must compel the child to attend school, it follows as the proper business of the Authority to see that the child is in a suitable physical condition to undergo the school process. The Authority may also, perhaps, where parents cannot be made to do their duty, find it necessary to provide food, raiment, and medical treatment. But these extraneous duties having been discharged, a Local Education Authority is now called upon to accept the responsibility of influencing the choice of employments.

THE adoption of the Education (Choice of Employment) Act, 1910, by a Local Education Authority is, of course, an optional matter. The duties of an Authority under the Act includes (1) giving advice to parents with regard to their children remaining at school or in the choice of employment; (2) receiving and registering applications for employment from children who are still at the elementary school or who have not left more than six months. It is assumed by the Government Departments that the detailed work will be entrusted to a special sub-committee, and this sub-committee should have at its disposal the services of an executive officer. Towards the salary of this officer the Board of Education, subject to a variety of conditions, is prepared to contribute one half of the amount fixed.

AT a recent meeting of the Wigan Education Authority Mr. Brierly, in recommending the appointment of a Juvenile Employment Sub-Committee, stated that they had been directed by the legislature to take steps to find out what the bent of children was—what they desired to do. A friend of his, he remarked, always said that whatever the bent of a child was he ought to go exactly the contrary way because the child was not the wisest person to decide what his future career in life was going to be. It may be questioned whether, under present conditions, the majority of children

can be said to choose their employment. It is chosen for them by their circumstances and opportunities. And there is no doubt that advice and supervision are needed. At the same time, there is not of necessity any relation between the standard of attainment in the elementary school and the nature of the employment. An investigator in Manchester was surprised to find no proof that the youths who had passed the sixth standard in the elementary school were in any better position than those who had not risen beyond the fourth. We are not surprised, for the obvious reason that in a large number of employments the advantages of the sixth standard are not an asset of immediate value. The real point of attack should be to improve the conditions of such employments.

Hull. THE unofficial person, aware of the elaborate system of Labour Exchanges established by the Board of Trade, may find a difficulty in understanding why it is necessary to enable Local Education Authorities to set up another system for the special benefit of juveniles. The natural course would seem to be for the official Exchanges to organize juvenile departments. At a meeting of the Hull Education Committee, a few weeks since, this was the course recommended, the Committee indicating its desire to render to the Exchange all necessary assistance in carrying out the work. This proposal, however, was not adopted without opposition, on the ground that the Authority ought not to regard their duty as finished when a child left the schools at the age of fourteen.

Liverpool. A LARGE number of Authorities, especially in county boroughs, apparently hold the view that they can deal with the question of juvenile employment more effectually than the Labour Exchanges, and schemes have been adopted in accordance with the Education (Choice of Employment) Act, 1910. The intention was that any Juvenile Employment Committee appointed under a scheme drawn up by a Local Education Authority should co-operate as closely as possible with the Labour Exchange. In some cases this requirement has occasioned difficulty. At Liverpool, for instance, the original scheme submitted was not satisfactory to the Board of Trade, who, it is stated, "sought a more direct and almost joint control" over the Bureau. After some pressure, the Board of Education approved the scheme without reference to the Board of Trade, and the Education Committee can work it on their own responsibility.

Leeds. THE Education Committee for Leeds established an Advisory Committee for Juvenile Employment, in conjunction with the Board of Trade, before the Act of 1910, and its constitution has not been modified. During 1911 the Committee found 1,847 places for boys and 1,390 places for girls.

Birmingham. THE City of Birmingham has adopted a comprehensive system, including (1) a Central Juvenile Employment Exchange and branches, and (2) an organization of Care Committees (central branch and school) for the friendly oversight by voluntary agencies of all young persons from thirteen and a-half to seventeen years of age. While the Employment Exchange is under the control of an officer of the Board of Trade, who is responsible for registration, he selects suitable applicants for vacancies, in the case of children who have recently left school, in consultation with a member of the Central Care Committee. This Committee is a representative body of voluntary workers. An interesting part of the scheme is the School Care Committee which acts under the regulations of the Central Committee.

Birmingham School Committees. THE procedure of a School Committee is as follows: Three months before a child is due to leave school the head teacher reports concerning him on a form provided for the purpose. A voluntary helper then visits the case, advises as to employment, further education, &c., and reports. This report is sent to the Central Care Committee, and the Juvenile Employment Exchange is furnished with a copy about a month before the child leaves school. There are now School Care Committees dealing with about seventy schools, and four branch juvenile employment exchanges have been opened. These are confronted each month with about five hundred applications from persons under seventeen years of age.

Brighton. THE scheme of the Brighton Education Committee arranges for an employment bureau for the registration of applicants at the Education Offices. A sub-committee is being appointed containing members of the Education Committee, of the Women's Employment Committee, the employers, workpeople, teachers, and others concerned, and a lady Employment Officer has been appointed to work under the supervision of the Secretary. It is believed to be an advantage for the officer to be a woman, on the ground that men find a difficulty in placing girls, and also because the officer delegated by the Board of Trade Labour Exchange to advise in conjunction with the Education Committee will be a man. Finding places for girls will be an important feature, as, owing to the local conditions, there are many opportunities for women's employment in laundries, in the millinery trades, and in domestic work. As regards domestic service, Mr. Toyne, the Secretary, points out that it is a great advantage for the bureau to be established under the authority of the Education Committee, as the Board of Trade exchanges are not permitted to deal with this employment. It is also proposed that committees for the after-care of children should be formed in various districts.

Administrative Counties. THE organization of juvenile employment agencies is comparatively simple in large urban districts, and the regulations issued by the Board of Education and the Board of Trade do not meet the conditions of administrative counties. The President of the Board of Education stated, in December last, however, that his Department desired to remove any difficulties, and invited Local Authorities to put forward voluntary schemes of their own.

Lancashire. THERE is, unquestionably, an opportunity for good to be done in the counties, although, of course, Education Committees, especially in agricultural areas, hesitate to embark upon any new undertaking which will involve an addition to the rates. The Lancashire Education Committee, after carefully considering the memorandum issued by the Government Departments, expressed the opinion that it would not be wise to exercise the powers conferred upon them. In view, however, of the statement made by the President of the Board of Education, the Committee intimated that it would be prepared to reconsider the question when the proposals foreshadowed in the President's speech were officially issued.

Other County Authorities. A FEW County Councils—Hertfordshire, Lincolnshire (Lindsey and Kesteven), Nottingham, Suffolk (West), and Norfolk, among others—have already decided not to give effect to the Act. The Buckinghamshire Committee objects to the scheme of financial aid offered, and is of opinion that not less than 50 per cent. of the extra cost of administration should be met by the Government. The Committee believe in the efficacy of Care Committees of an informal character. In Kent and Surrey the Committees are not in favour of adopting the Act, and desire to leave the matter to the Board of Trade. The Middlesex Authority had come to no definite decision a few months ago regarding their area as a whole, but agreed that, if any of the thirteen large autonomous areas in the county desired to undertake the work at their own cost, they might do so.

Oxfordshire and Cumberland. THE Local Education Authorities for Oxfordshire and Cumberland have resolved to exercise their powers under the Act and have prepared a scheme. The scheme of the latter county provides for (1) appointment of an executive officer, (2) School Attendance Committees to render assistance, (3) Committee of Control to be the Technical Instruction Committee, (4) each School Attendance Committee to be a juvenile employment district for the purpose of collecting information; and for this work the services of the attendance officers will be utilized.

THE Governors of the London School of Economics are enabled, by a gift from an anonymous donor, to offer a prize of £100 for an essay on one of six prescribed subjects of economic politics, such as Consumption of Wealth, Old Age Pensions, Factory Legislation, the Land Question. An offer of this kind undoubtedly stimulates young students to original work, and directs their studies to a definite end, with a reasonable chance that the literature of the subjects proposed will be permanently enriched.

SCIENCE NOTES.

International Congress of Mathematicians. THE fifth International Congress of Mathematicians was opened at Cambridge on August 22 by an address from this year's President, Sir George Darwin. Previous meetings were held at Zürich in 1897, at Paris in 1900, Heidelberg 1904, and Rome 1908. The membership is about equal in numbers to that of the House of Commons, and includes representative mathematicians from practically all countries. The department dealing with the teaching of mathematics is particularly vigorous. The Board of Education has collected nearly two hundred special reports containing information as to the practice and trend of mathematical teaching in Great Britain, and similar compilations have been presented by Germany and other countries.

Ante School. THE August number of the *Child* contains a verbatim report of the address delivered by the President of the Local Government Board at the inauguration of the National Association for the Prevention of Infant Mortality and the Promotion of the Welfare of Children under School Age. The increasing number of teachers who take an interest in the conditions affecting children before they enter school will find much of interest in this and other papers.

Etna. THERE have been several bursts of renewed activity in the craters of Etna and Stromboli during July and August. Etna has some hundreds of vents, and from a new one formed on May 28, 1911, there have been pronounced eruptions this August, clouds of steam with ashes and lapilli being ejected. On one occasion the vapour column reached a height of ten kilometres.

Science Museums at Kensington. WE have received a copy of the reports for the year 1911 on the Geological Museum and the Science Museum at South Kensington. We note that teachers who intend to conduct classes over any of the galleries are invited to visit the collections beforehand. By previous application they may obtain assistance during these preliminary visits from officers of the museum. During the past year some two hundred teachers received special facilities, and the number of pupils thus instructed exceeded three thousand. In the list of acquisitions by the Scientific Apparatus Division we note a valuable collection of early microscopes, which have been placed in the biology section. The comparative inaccessibility of the Science Library is a serious hindrance to its use by teachers, and we are not surprised to observe that two-thirds of the visits to the Library were made by students from the Imperial College. The reports on the two museums and that of the Solar Physics Committee show that useful work is being done; but the account of the work is such as to repel rather than to invite public interest. While this policy is pursued it is possible that the funds available for the work will be commensurate with the paucity of public appreciation.

City and Guilds Institute. THE program of the Technology Department of the City and Guilds Institute has just been issued. The Institute registers and inspects classes in eighty technological subjects, and also awards certificates for teachers of manual training and domestic subjects. The volume just issued extends to 370 pages, and includes syllabuses and lists of works for reference which give useful guidance to teachers and students in provincial centres. The registered classes of the Institute are held in every quarter of the United Kingdom. The City and Corporation of London thus evince a broad-minded, national conception of their educational work.

The Higher Way in Manchester. WHILE certificates provide a necessary stimulus to the many whom we wish to attract to technical instruction, there is somewhat lacking in any educational institution which gives excessive prominence to examinations and diploma-hunting. It is with a strong sense of satisfaction that we turn to the journal just issued by the Manchester Municipal School of Technology, of which two hundred and sixty quarto pages are filled with records of investigations undertaken during the past year by members of the teaching staff and students of the school. A certificate is a well earned recognition of industry; but to have added even a small contribution to scientific knowledge is a service and an inspiration.

Eels and Elvers. THE theory that the spawning places of the eel are in the depths of the Mediterranean has been generally accepted since Grassi published his discovery that *Leptocephalus brevirostris* was the larva of the *Anguilla vulgaris*, the common eel. Recent research has in no way altered this discovery; but the idea that the Straits of Messina are the principal spawning ground is shown to be erroneous. A thorough investigation is being conducted by a Danish Commission, and, although many problems are yet unsolved, we can safely conclude that all the eels of the North of Europe, and the greater part even of the Mediterranean eels, come from the Atlantic. The spawning places lie in the North Atlantic beyond the Continental Slope. Possibly the Sargasso Sea is a principal spawning region, and it is quite possible that the birthplace is the intermediate layers and not the bottom.

THE PARENTAGE OF THE DOCTRINE OF FORMAL TRAINING.

By Dr. F. H. HAYWARD.

THE pedagogical doctrine known as "formal training," less ambiguously as "faculty training," and still less ambiguously as that of "mental transfer," may be defined as that way of regarding mental life which sees in any school subject or school process a general and not merely a specific value. Practice in the "observation" of one kind of material is regarded as practice in "observation" in general; at any rate, a general power is alleged to be, in some way or other and to some degree or other, conferred by the practice with the specific material. So also with "reasoning," "accuracy," and other processes. There is asserted or assumed to be "transfer" from one kind of activity—e.g. reasoning about numerical relations—to some, most, or all other kinds of activity called by the same name—e.g. to reasoning about civic or social relations. The transfer is sometimes admitted to be but moderate or even small in amount; at other times, however, ambitious claims are made on behalf of the doctrine, and it is appealed to in justification of numberless circuitous and symbolic details of school procedure, as, for example, the teaching of civics "indirectly" through games or through the activities of the balance room. The doctrine has been exhaustively criticized during the last ten years and more locally and casually during the greater part of the last century, and at the present moment its status is so "suspect" that nothing short of restatement is likely to save it.

First, however, the antecedents of the doctrine must be traced. Self-interest has been so frequently operative in the realm of human opinion that whenever a doctrine is found to be in high favour without having gone through the usual historic stages of enunciation by a few, ridicule and opposition by the many, and ultimate acceptance by all, we have a right to surmise that egoism or convenience has been the chief factor in its popularity. Still, even the most flattering doctrines do not win a wide acceptance unless they possess some superficial plausibility. This has been the case with the doctrine of formal training. Claptrap and quackery though it mainly is, it is plausible claptrap and seductive quackery. Let us study its plausibility first before tracing its egoistic parentage.

1. *The Influence of Words on Psychological Thinking.*

The "realists" of the Middle Ages, following the idea of Plato, held that every general term must have, somewhere in the universe, its corresponding concept or prototype. A.B. is "good," C.D. is also "good," and so is E.F., but there is also "goodness" *per se*. To hold, as the "nominalists" held, that only the word "good" existed over and above the individuals A.B., C.D., and E.F. was, in the opinion of the "realists," destructive of the "reality" of goodness.

This controversy was one of the many bypaths of thinking into which the invention of language had lured

mankind. Indeed, as the historian reflects on human evolution, he is sometimes tempted to doubt whether that invention was so advantageous to the human race as it is commonly supposed to have been. Certainly it has provided human thought with a powerful tool, but this tool, like so many other human inventions, has taken to itself a kind of independent life, has ceased to be the mere instrument of its creator, and has become in a hundred affairs of life his master. It is difficult to conceive what would have been the course of human progress had a different means of communication than that through speech been invented. Certainly the whole history of "orthodoxy" (in religion, science, and the like) would have been different. Creeds might never have existed, though ceremonies and sacraments—with all controversy about them latent or impossible—would have acquired an even vaster importance than they actually have; thought might have kept closer to human instinct, and therefore might have been far more intimate and intense than it is. But the astonishing agility given to thought by being linked to the airy nothings of speech would have been absent—for ill or for good.

Turning now to the question in hand, we see that human language suggested to the first advocates of formal training the existence of a series of fictitious entities. The word "observation" surely stood for something—the "faculty of observation." The word "memory" surely stood for something—the "faculty of memory." There were not only specific acts of "observation" or "memory," there was something more. As, moreover, the words "observation" and "memory" were distinct, the two supposed "faculties" must be distinct also. Thus human thought slipped into the pit which it had dug for itself by the invention of speech. The instrument had become the agent; the servant had become the master; words had imposed their laws upon thought.

This double function of words needs constantly to be kept in mind. Words may be servants, but they may also, by slow process or by quick, become masters, without, however, altogether ceasing to be servants; and when acting in this dual capacity they appear to function in at least three ways. Their influence upon thought may be (1) exhilarating, (2) depressing, or (3) fantastic. Words may expedite thought, they may retard thought, or they may lead it astray. "Wings, weights, will-o'-the-wisps"—this alliterative formula may serve the purpose of summarizing the threefold influence.

Whoso first applies a strong and familiar word to an unfamiliar situation is the conqueror of a new province of thought. Whoso, checked by the unfortunate or conventional associations that have gathered around a word, fails to apply it where a new application would be illuminating, is a slave chained to his own dullness. The third case is that of the man who, misled by the virility or convenience of a word, uses it as a guide or a tool, but fails to look at it with critical eyes. This last has been the case with the supporters of "formal training." They imagine that words like "observation" stand for more than they really do; that observation implies, in addition to this and that specific act of observation, a faculty of a general kind; that the observant man is not merely specifically but generally observant. So, too, with the other alleged "faculties."

There is no doubt that if historical or professional causes had operated to stress in common speech such qualities or functions as "amicability" or "vociferousness," pedagogues would, at the present moment, be fighting on behalf of these two "faculties." Indeed, there is hardly a limit to the number of faculties and sub-faculties that can be supposed to exist, because there is hardly a limit to the number of abstract nouns which we can invent.

2. The Prejudice against Precept and Verbalism.

The popularity of the "formal training" notion has been increased, particularly in English-speaking countries, through another circumstance. Two conflicting views of education are everywhere and have long been in evidence. There is the

view that the child, being inexperienced, wilful, and perhaps fundamentally corrupt, needs to receive systematic guidance and instruction from adults, which things have accordingly to be supplied by Church and State through various organizations. Opposed to this is the view that the child's innate corruption is a figment of theologians, that his wilfulness is a delusion of overworked or unimaginative parents, and that his inexperience is apparent, not real, the child being, in the Wordsworthian and Froebelian philosophy, actually wiser than the adult.

It is rarely the case that an educationist can do justice to both of these views. Usually, as the result of some narrow experience of his own—*e.g.* too stringent control in youth by the representatives of the former system, or personal observation of the failure of the second—he becomes a blind advocate of one or the other; or, more probably, adopts fragments of each, keeps these fragments separate in his consciousness, and perhaps even advocates each in turn without recognizing their need for correlation or supersession. In modern education this latter phenomenon is widespread and almost universal, and it undoubtedly, like all compromises, intentional or unintentional, contributes for a time to national and educational peace. The only difficulty is that, as Mr. Birrell points out in his essay "*The Via Media*," "the world is (ultimately) governed by logic; truth . . . is always on the side of the strongest battalions. An illogical opinion only requires rope enough to hang itself. . . . Middle positions frequently seem to afford the final solution of vexed questions, but this . . . delusion seldom outlives a generation. . . . Logic is the prime necessity of the hour. . . . Some opinions, bold and erect as they may still stand, are in reality but empty shells. The shove would be fatal." For logic, as Newman, quoted by our author, says, "teaches us the direction in which truth lies, and how propositions lie towards each other."

Now it is quite clear that the two views of education above described are either mutually destructive or, as is more probable, in need of a synthesis which hitherto has been lacking. As things are, teachers in all grades of education admit at one moment the supremacy of the one ideal, at another moment the supremacy of the other—that is to say, they know the catch phrases of each system and see dimly a little of the truth of each; but how these phrases and these fragments of truth "lie towards each other," they do not know, and if they conjecture or suspect they must needs be silent.

Now, among the many catch phrases which darken educational counsel are a series which deprecate the use of instruction. The blunders of past generations of teachers and clerics, their unpedagogical methods during centuries when pedagogy was unknown and pedagogues mostly despised—the literature of a generation or two ago is full of the records of such blunders—have given a factitious popularity to such maxims as "Example is better than precept," and "Practice is more important than theory." And as there is real truth behind these otherwise absurd maxims, as "practice" means content and "theory" means form, and form without content is empty, the teacher who is really anxious for the welfare of his pupil readily falls into the trap laid by the doctrine we are here discussing, which now seems wonderfully "practical." He decides that the best way to acquire all kinds of efficiency, industrial, moral, and civic, is by "practice" with Latin, cricket, and the like. No "lecturing," no "moralizing," no giving of rules or precepts.

But here comes the humour of the situation. Formal training, in so far as it is divorced from the despised elements of "theory" or "precept," is really not formal at all. It is training in mere "content," in Latin *per se*, in games *per se*, not in Latin or games as types of other and wider activities. The one medium by which it might be made general or formal in its effects is the one medium—namely, speech—which the "formal trainer" ignores or regards as out of the question. If form without content is empty, content without form is blind. Speech, as

we have seen, has a generalizing function; it gives a wider significance to narrow circumstances; it gives form to content. The cricket match acquires form when it is made, through language, a symbol of life. But the formal trainer distrusts "moralizing." Formal training, therefore, remains ineffective just because it ignores "form."

3. *The Facts of Mental Correlation.*

A third cause has also operated to give plausibility to the formal training doctrine. Mental qualities usually vary directly, not inversely, with each other.* Contrary to popular belief, statistics show that the man who is strong in one respect tends to be strong in others. There are, no doubt, individual instances of inverse relations, congenital or acquired; in other words, there are individual instances of the apparent operation of a "principle of compensation" in human nature, strength in one direction compensating for weakness in another. But, on the average, the opposite principle to this is found to hold good. A good memory is no sign of feeble reasoning power or of impaired imagination.

It is not surprising, therefore, that a boy who, at school, was found to be good in, say, Latin, is found, when an adult, to be good at business or at organization. The training in Latin did not confer the skill; but the fact that the boy did succeed in the one occupation was a presumption that he would succeed in others. Again, as said above, there may conceivably be inverse congenital relationships—though these have never yet been conclusively proved—as well as various training influences, favourable or unfavourable: e.g. to devote much time to one subject necessarily abstracts time from others; but clearly, if the above general statement holds good, it will explain many of the facts alleged in favour of the doctrine under discussion. These facts are, indeed, not merely facts of hereditary equipment. Environment is also to be considered. That boys who come from this or that type of school—a type in which hunger, bad air, premature toil, &c., are unknown—should in many cases show exceptional ability, is no proof that the educational methods of that school are good. *Post hoc, ergo propter hoc* (to which we might add *Cum hoc, ergo propter hoc*) is a fallacious type of reasoning.

4. *The Fact of Apparent Transfer.*

Anyone who will examine the large mass of experimental work done on formal training during the last ten years will find that, though actual "transfer" from one kind of skill to another of an alien kind does not take place, there is an apparent transfer in some special cases. The examination of the nature of this transfer will show why formal training has a certain superficial plausibility, closely akin to the plausibility already discussed under the third heading.

For example, since the researches of Thorndike on "accuracy," the important part played in transfer by "common elements" has been recognized. The common elements may take various forms; there may be a transfer of an ideal, of a method, or of actual knowledge-material. Obvious cases of the last are when a violinist transfers his acquired knowledge of musical notation to the study of the pianoforte, or when a girl transfers her knowledge of figures from the classroom to the kitchen. Prof. Brown has recently shown that the apparent correlation between skill in geometry and skill in algebra is really a false correlation; the real correlation is between each of these subjects and arithmetic. Using Thorndike's terminology we may say that the "common element" is arithmetic, and this acts as the mediating agent.

Transfer of ideals and of principles of method may also take place and are of great importance in education, but it must be effected quite consciously and expressly if it is to be effective, whereas in times past the formal trainer has avoided this open-air treatment and has laid stress on "unconscious" training.

5. *The Impossibility of Conferring much Actual Knowledge.*

No doubt the sheer immensity of the field of knowledge has also tempted teachers to adopt any theory that seemed to promise a compact curriculum. Every decade the task of introducing the child to the most important of the rapidly accumulating facts of even a single science becomes heavier. "It is almost impossible to keep pace with the growth of knowledge, and absurd to add perpetually to the burden imposed upon the student. Moreover, it is unnecessary."*

The writer just quoted urges that if we dropped our "fact-megalomania and taught principles and their application, or expounded the meaning of one-tenth of the facts we now lay before the student . . . nine-tenths might safely be jettisoned." Very much the same advice has come from Prof. Karl Pearson and other men with scientific antecedents, who always tend to depreciate "mere facts" and to lay stress on the "principles" underlying the facts.

This, as already said, seems at first sight a promising policy in view of the hugeness of the field of knowledge. Unfortunately, however, we must have come into contact with a large mass of fundamental facts—i.e. concrete experiences—before the need and pertinence of their "principle" is felt or perceived. The proposed remedy is therefore no real remedy. It warns us to attempt, if possible, an economizing of school material, but it gives little practical guidance, and it might, quite conceivably, be a remedy worse than the disease; "principle-megalomania" is just as dangerous as "fact-megalomania." If content without form is blind, form without content is empty.

6. *The Egoism of Certain Professional and Social Classes.*

But though all the above points are of importance, egoism of several kinds is mainly responsible for the vitality, as distinct from the delusive plausibility, of the formal training doctrine. The first kind is that form of self-glorification to which not only pedagogues but priests, doctors, and all men are subject who have a profession of conventionally recognized value. That their own profession is the most important of all is a conviction that few men can resist who have gone through any arduous preparation for it and have continued laboriously to exercise it. These exercises in Latin, through which we put our scholars, *must* be useful; to doubt it would be humiliation. In much the same way as, on Nietzsche's view, the humble and oppressed have tried to extract consolation from their very condition and to believe that their quieter virtues are surer of ultimate reward than the noisy achievements of the imperious; in much the same way as, on Charles Lamb's view, the false maxim that "bullies are always cowards" has been begotten in the hearts of the bullied; so the pedants who have been engaged in ploughing the sands of a palpably barren educational region, have sought to convince themselves and others that the region is not barren and that their toil has not been in vain. Faced by a growing demand for modern subjects, but familiar only with the subjects of the mediæval or renaissance curriculum, pedagogues were driven in self-defence to attribute to the latter a miraculous (because not obvious) virtue. "A new theory must be found to justify [the classical type of] education. This new theory was, in a word, that the important thing in education was not the thing learnt but the process of learning."† In making this claim pedagogues naturally received support from such pupils of theirs as attained any measure of fame and from that greater number who achieved any success, however mediocre or conventional, in life. It is hard for anyone to admit that his youthful years were wasted, wholly or in part; it is hard for him to admit that, ignorant of science, of history, of English literature, of modern languages, he is a badly educated man; thus a pæan from past students joins with a pæan from the pedagogues to swell the praise of the educational system with which they have been connected. Very similar claims proceed from persons educated under

* Thorndike, "Educational Psychology," pages 183-4.

* Prof. Armstrong, "The Mosely Commission Report," page 10.

† Munroe, "History of Education," pages 505-68.

other systems, for defensive egoism is the characteristic of no single class of human beings.

Another circumstance, more distinctive of British and European conditions than of American, has contributed its quota of popularity to the doctrine.

Administrational offices in England were, until the middle of the nineteenth century, filled by nomination—*i.e.* by nepotism and wirepulling—and were filled, moreover, from the ranks of the well-to-do. The introduction of an examination system threw open many minor posts to the general public, but the change was more apparent than real, as success at the examinations involved coaching of an expensive kind; still, nepotism and wirepulling were no longer effective in connexion with these minor posts. The higher and better paid posts, however, continued to be filled in the old way. Both policies implied that specific training for an administrative post was not necessary, the only difference between them being that, whereas the passing of an examination guaranteed the possession of a certain mental ability, appointment by nomination did not imply anything of the kind. (At the same time, there is no doubt that, if appointment by nomination meant appointment after a careful investigation of abilities and an exacting interview—practically an informal *viva voce* examination—it would possess advantages of its own in the case of appointments for which personal appearance, *savoir faire*, and *savoir vivre* were peculiarly important. Most appointments in reality were not made on any such judicious and exacting basis, but it is only right to mention the possible virtues of a genuine system of nomination. It selects qualities which a paper examination leaves unrecognized.) Division of labour, with the consequent increase in the specific skill of each kind of workman, is the recognized policy (despite its many dehumanizing influences) in all the "lower" walks of industry. The merchant asks for a shorthand clerk, and will not accept, in place of it, alleged skill in Latin or high reputation in cricket. Division of labour, indeed, has, since the time of Adam Smith's famous exposition of the subject, become more and more minute. But in the "higher" appointments it has never been recognized. "Formal training" has there been the implied principle of appointment, and clearly, if it could be proved to be a valid principle, it might justify the monopoly of the higher posts by men of certain social and educational "antecedents."

INCOMPETENT TEACHERS.

By GERALDINE E. HODGSON, D.Litt.

IN the July number of *The Journal of Education* there were two passages which could hardly be intended to go unchallenged. One was a sentence attributed to Miss F. R. Gray, alleged to have been uttered during the discussion on the training of teachers at the Head Mistresses' Conference. The words quoted run: "The tenderest-hearted head mistress might be trusted (unlike the training colleges) to reject the failures."

The writer of the "Notes" which occupy the opening pages of *The Journal* made the charge in that more measured language which always may and possibly did arise from experience: "The one charge to which the training colleges lay themselves open is that they will not or cannot weed out students who show inaptitude for their future work."

"The one charge!" Well, this is high praise for the present whipping-boys of the secondary world. In that joyous lightness which must ensue when a long black-list is reduced to a single crime, let one of them make, in all humility, a few suggestions.

First, it is not to the interest—which if a vulgar is a practical, satisfactorily British consideration—of any training department to turn out failures. A few years of such a

course brings its own reward—students from that centre would be avoided.

Secondly, the matter is not so easy as it looks. I should be surprised if other persons of my trade would not back up my statement that it is the capable, as a rule, who are diffident and the "conies" who are persuaded that they are "teachers by the grace of God." The lecturer may exhaust every art of criticism, every will of persuasion, the student of that particular fatuity remains convinced of his own ability, of the "staff's" utter failure to recognize ability and merit when they meet it. In vain may every other method of gaining a livelihood be unrolled before the aspirant's imagination. "I have always meant to teach" is the mulish response, and it is only unusual grace which prevents the retort: "It certainly is not what Nature meant." Now these cases are very rare, but they do exist. Who will suggest the method, the practical method, of weeding them out? I venture to say no one will, because no one can, propose a plan of absolute veto. But there is the opportunity of saying, and I have known it said, "I would not trust my own children, had I any, to you, therefore I will not give other people's into your hand, therefore I do not give you a testimonial." If any head mistress choose, as one or two have, to take a student without *any* reference to those who trained her, she has only herself to blame. Is not this power of refusing, in the last resort, a testimonial quite as much power as any of us ought to have in our hands?

It is the fashion to sneer if any one uses the word "personality" without or with a capital P. Individuality will serve as well, and, whether people like it or not, individuality plays a vital part in the educational world. Perhaps in no other profession is incompatibility a more important and unsettling factor than in the teaching, whether it be between teacher and taught or between colleagues. If we could really admit the likelihood that people, whether adults, or adults and children—picked up, let us remember, often practically at random and forced into extremely intimate relations—may prove incompatible, just unsympathetic, we should have done something; we should have done infinitely more if we could obtain a general admission that such a state of affairs has nothing essentially wrong in it. It is so silly to pretend that it has. "Why in the world should I 'like' a given person or he or she 'like' me?" is the question each of us might profitably ask himself sometimes. No doubt, as Richard Rolle told us, we should "love our even-Christians"; but that "love" is not the curious "feeling" that makes or unmakes the state described by the Italian word *simpatica*. And it is just that feeling of sympathy which is requisite in school relationships. A little tact, a little less conventional grooviness—above all, a little humour—how much those might do where regulations and rules must fail. But there will still remain cases, even many, of incompatibility. A "sabbatical year" for all teachers might not be without avail, for it is a dangerous pinnacle of power on which pedagogues perch, and too many a "Head" grows into a pope, devoid, alas! of anything approaching infallibility.

Considering all things, is not the power to refuse a testimonial as much as any one ought to have? For it must be recognized—it is not supposition, but fact—that we may, any of us, misjudge another. It is an exceedingly interesting "fact of experience"—a phrase Pestalozzi was fond of using—that a student who fails in a given school, who is banned by Head and staff, and who is miserable herself, may yet, if the people responsible for her have the sense to move her, enjoy the very opposite of all these conditions in some other school. It is idle to dispute the fact—instances could be brought of actual cases. I believe this to be an important matter.

As a school mistress and as an academic lecturer, I have advised the removal of a child to another school, of a student to another training college, with better results in both cases, and I am not indisposed to believe that I might conceivably manage an individual who was not flourishing somewhere else. This is urged without prejudice to any institution, to any teacher, or to any pupil or student. I put forward per-

sonal experience only as a plea for the recognition of the obvious facts that no one of us is perfect, that we are not all equally compatible, that there is, in short, an element of supply and demand even in the most intimate of human relations. To fancy that one is—I will not say the best, but even a good teacher *for all and sundry* is a form of pride and self-conceit of which any of us should be ashamed, and which is extremely deleterious to public interests.

But there is another weapon which the heads of training colleges and departments can and do use—viz., the ordinary testimonial and the informing letter. Sir Joseph Thomson, at the Congress of Universities, observed that if testimonials had any weight it depended on the recipient knowing the writer. Well, many of us do know each other, more of us can know "of" each other. The one desideratum seems to me to be a general determination to give honest testimonials. Those who do are soon well known to do it. A head of a training department can do that as well as a head mistress. None of us has any conceivable right to a more flattering testimonial than we deserve. If students know that at the end of their course an even-handed description of their merits and lacks will be forthcoming, that is no small incentive in itself. No doubt we should not work for reward—perhaps some day a few more of us will give up doing it. At present consequences have a wholesome effect on the majority. I venture to think this imputation on the colleges of glibly turning out failures is largely a fiction, and where it occurs is incidental to the requirements of the larger justice. Until some of us at least are omniscient, we cannot be trusted with the terrible power of wrecking youth's future at the outset. The utmost that can be asked of us is that we should give honest testimony to those entitled to ask for it. I should be interested to hear of any certified case where anything else happened. Even if a recommended student has failed in a given school, that is no necessary proof that she was incompetent; it may, as I have already suggested, have been a case of unfortunate incompatibility. Sir William Ramsay

recently observed at London University that "human nature is extraordinarily uncertain." We all knew it, but it is well that we should be reminded of it, since it is the peculiar viciousness of dropping into a groove that we come to suppose that human problems are fixed and foretellable.

Miss Gray seemed to suggest that the whole of the fault lies in the training colleges and their depraved staffs! But, as a matter of fact, does it? Would the schools do any better? It would be interesting to know if, in those cases where a student happens—it is not a good plan, but is occasionally inevitable—to train in her own old school, it does not sometimes turn out that the staff are far more lenient in judgment of her than they are of students from other schools. We are all human, even schoolmistresses, though there may be rash cynics who deny the fact.

The first Principal of Newnham College never wearied of impressing on some of her students, at any rate, the wisdom of seeking experience of human nature wherever and whenever opportunity offered. It is no secret, I suppose, that the nascent movement for the training of secondary teachers found in her no headlong supporter. Could she have realized the unrivalled opportunity a post in a training college or department offers to a student of human nature, she would, I think, have reckoned it a big entry on the credit side of the movement.

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(Continued on page 594.)

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teaching of drawing. This year it has been bestowed on Mme Perrin, a teacher at Saint-Laurent-les-Mâcon (Ain), who received a large silver medal and a sum of 200 francs. Two other teachers received silver medals, and five honourable mention. Teachers, too, will be eligible for the *prix de vertu* established by the late Mme Lebouteux, which is for savants or their assistants who give proofs of devotion and disinterestedness in the exercise of their vocation.

The chief prize, it will be observed, was awarded to a woman teacher, and three of those honourably mentioned were women. Communities are beginning to learn that, in determining their obligations to the teacher, sex should have no moment. We welcome a noteworthy sign that the conscience of France is awakening to this fact. M. Louis Marin has introduced a Bill of which the first clause is to the following effect: The salaries of women teachers in primary schools, and of all women functionaries dependent on the Ministry of Public Instruction, are to be placed on the same footing as the salaries of men teachers and men functionaries of the same class. A meeting to promote equality of payment was lately held at the Hôtel des Sociétés Savantes.

Salaries of Women.

GERMANY.

Schundliteratur has been driven back; the receipts for the worthless stuff, which in 1909 were 60,000,000 marks, fell to 55,000,000 in 1910, and a further decline of 10,000,000 is estimated for last year. Yet the average issue of a *Schundroman* is still ten thousand copies, and the Wiesbaden Volksbücher—reprints of stories worthy to be reckoned as literature—have not had quite the sale that was expected. Now, however, it is the cinematographic theatre that troubles pedagogue and moralist most. Children flock to theatres whose attraction consists in the exhibition of pictures advertised as "Nur für Erwachsene" (for adults). Dr. G. Fritz, of Charlottenburg, has collected statistics upon the subject. At the beginning of 1910 there were in thirty-three large towns of Germany no fewer than 480 cinematographic theatres; in Greater Berlin at the present moment there are nearly 300. A cautious estimate puts the number of spectators in Berlin at more than 100,000 a day. At Düsseldorf in a recent year

910,000 tickets of admission to cinematographic theatres were sold, as against 684,000 for concerts and 396,000 for dramatic performances. Many of the pictures shown are certainly gross and demoralizing; one series, for example, represents the adventures of a woman described as "a Slave of Love." On the other hand, endeavours are being made in Germany (as in England) to press the cinematograph into the service of education. At Darmstadt Herr Schulrat Münch, Head Master of the Realgymnasium, has succeeded in adapting it for the teaching of mathematics. At a meeting of the local Natural Science Society he showed what could be done with it, and an audience of *Fachmänner* followed with interest and delight the transformation of the circle into the ellipse (the two foci being moved out from the centre of the circle), the production of the sections of a cone, and so forth. In Thüringen the primary school of Zella Sankt Blasii has the honour of being the first school in Germany to make systematic use of it for the purposes of instruction. At great cost cinematographic appliances have been obtained to help in Nature study and in the teaching of geography. At Leipzig the Students' "Märchenausschuss" has devised a new means of attracting children: as pictures are thrown on to a screen, the *Märchen* that they illustrate are told.

The Director of Police in Württemberg has not received the authority that he asked (as we reported last month) to examine cinematographic films before they are used. But Württemberg is, in general, progressive. The Gemeinderat of Stuttgart has resolved to introduce an eighth year of obligatory attendance of the *Volkschule*. The introduction is to be gradual and will be complete in 1918. At the same time the normal number of children in a class will be reduced to forty. These reforms involve large expenditure. Ninety new school buildings must be provided, at the cost of 1,500,000 marks, and ultimately an annual additional outlay of 400,000 marks will have to be met. The Germans are not investing all their money in Dreadnoughts.

At Cottbus, in order to train children to work and to awaken in them a love of gardening, a manufacturer has given a considerable sum of money, whilst the town has offered a suitable piece of land to assist the scheme. Already a hundred children have applied for work. Each receives ten square metres of land, which, under skilful

(Continued on page 596.)

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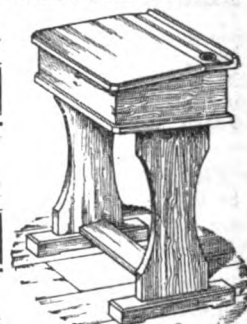
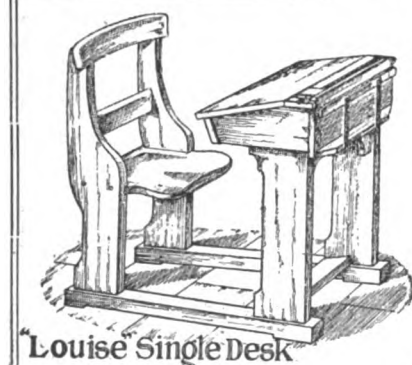
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Prof. Graf Wolf von Baudissin, who has been appointed Rector of the University of Berlin, ranks with the most distinguished of German theologians. A student of Theology and Oriental Languages under Fleischer and Delitzsch, he made his mark by editing an Arabic Manuscript of the Book of Job, and his articles in the "Protestantischen Real-Enzyklopädie" attracted widespread attention. He was born in 1847; acted, in his early days, as *Privatdozent* at the University of Leipzig; later filled the chair of Theology at the Universities of Strasburg and Marburg; and, during the last decade or more, has taken a leading part in academic life at the University of which he now becomes Rector.

In the middle of last month, Leipzig commemorated the eightieth birthday of its famous University Professor, Wilhelm Wundt, who made a world-wide reputation by his "Grundzüge der physiologischen Psychologie" and his "System der Philosophie." At the beginning of the year, the Order of Merit was conferred on the veteran philosopher.

UNITED STATES.

Secondary education in England, we have been told, is to be vocationalized; thus, if a secondary school be in the country, the education that it gives is to be made more agricultural. The Board of Education has taken the idea from the United States, where the vocationalized high school flourishes in rural districts. Let us see what it all means. In some of these American schools there are girls' clubs, and competition among them is encouraged by means of prizes. For example, it is proposed that the club which produces the best ten samples of tomatoes grown on its own plot shall receive a banner or a set of gardening tools, whilst the girl who can label the greatest number of canned tomatoes in ten minutes is to be rewarded with money or a free trip to a fair. It is in Oregon that agricultural education is most highly developed. There five thousand children already grow all the popcorn and melons they can consume, and have a surplus *the sale of which brings them pocket money*. This year they will enter into competitions in the raising of vegetables, grain, pigs and poultry; also in carpentry, sewing, and cooking. The prizes will be provided by the State Bankers' Association and by other societies. An American newspaper, the *Saturday Evening Post*, grows eloquent in the praise of this New Model. "There is infinitely more true education in raising a melon or making a pie than in learning by rote 'that a verb that makes an assertion by coupling an attribute complement to the subject is called a copula.' The melon and the pie justify themselves and satisfy the mind." Is it not clear whence our Board of Education, that "unrivalled body of experts," borrows its notions? In England the country secondary school will now blot complements and copulas from its vocabulary; it will educate its pupils mainly in the growing of potatoes and vegetable marrows. Higher education will enable them to get starch from potatoes, and, with the addition of sugar and chemicals, to convert vegetable marrows into any required kind of jam. The Board of Education, of course, knows what is best for them. Yet, some of us still think, in an old-fashioned way, that a man is more than a market-gardener or a greengrocer, and regret that any secondary school should have as its product young folk whose minds are satisfied with "the melon and the pie."

Howlers, as we have said before, are not peculiar to any country; we add that it is not children alone who make them. The *Ohio Educational Monthly* prints some answers given by young teachers in an examination for a professional certificate which show that none of us (except a German *Volksschullehrer*) is infallible. A budding instructress gave a new and exquisite distinction between the active and passive voice: "'The boy loves the girl,' active voice; 'The girl loves the boy,' passive voice." Another offered the following definition: "A volcano is a mountain with a hole in it, out of which saliva sometimes flows." The examiners in physiology were told that "soft soap" should be used for bathing purposes; we have known head masters put it to quite a different use. Cabinet Ministers ought to reflect on the hint furnished by the candidate who said: "The question of greatest national importance at present is 'Suffragettes'." To the inquiry "Who wrote the 'Biglow Papers'?" one answer submitted was "Teddy Rosenfelt *sic*"; to the young American he seems to have done most things. The palm should perhaps be awarded to the teacher who explained that "an apiary is a place in which milk is kept. It should be located in a cool place." We need hardly ex-

(Continued on page 598.)

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patiate on the importance of keeping this paragraph from the eyes of school children. 286

These are but the sins of immaturity, and we cast no reproach at the sinners; we are none of us infallible, not even the youngest. Let us turn to the ripe schoolmen and their annual conference. The

Meeting of the N.E.A. meeting of the National Education Association at Chicago, July 6 to 12, was the third largest on record, being attended by about fourteen thousand members. We notice here briefly the Presidential Address, which treated of impending changes in education imposed by the new social and industrial conditions. The President looked forward to the co-operation of school and workshop. "Among the necessities pressing upon us most heavily is that for finding some opportunity for children to work. We pass laws to keep them out of mills and factories, and off from coal breakers; we must assume the responsibility for finding, in connexion with suitable school privileges, a privilege equally important—an opportunity for the children to bear some responsibility for helpful tasks and fruitful labour. Our children must not be allowed to grow up without the power to work with their hands or to apply themselves to useful and homely duties during their most impressionable, formative years."

It is the fashion now to give part of the news in French, and we will borrow an item from the *Journal des Débats*: "M. Butler, président de l'Université de Columbia, a reçu du gouvernement de la République la croix de commandeur de la Légion d'Honneur." It is a distinction well deserved, on which we congratulate President Butler.

CAPE OF GOOD HOPE.

The education report just received deals with the year ending September 30, 1910. In it the Acting Superintendent General draws attention "to the evidence of satisfactory progress along all the various lines of educational activity, with one important exception—the provision of needful school accommodation. This progress is due in part to the increased importance which the people of this Province generally attach to education, in part to the interest School Boards take in their work, and not least to the faithfulness with which the great

majority of the teachers perform their duties." As to the extension of obligatory education, we observe that by the end of the year in question out of a total of 119 School Boards 87 had passed resolutions in favour of compulsory attendance. The number of European children registered in the schools was 82,315, an increase of 4,668 on the previous year; whilst the average attendance worked out at the rate of a little over 96 per cent. of the enrolment. Formerly the weakness of education in the Cape of Good Hope was in the inadequate supply of qualified teachers. It has now been got over. The percentage of certificated teachers rose from 59.94 in 1909 to 62.23 in 1910; and the five training institutions for European teachers, the twelve for native and coloured teachers, were well attended. A curious fact is revealed by extracts from the reports of Inspectors. The children are prone to indistinct utterance, the slurring of final consonants and the faulty pronunciation of vowels. Do what we will, the causes which produce dialect are still operative, as well as the causes which elevate a dialect into a language.

From the *Education Gazette* we learn that a Joint Committee of the two Teachers' Associations of the Province was appointed lately to deal with the question of adopting the recommendations of the English Committee on Grammatical Terminology. At its first meeting this Joint Committee accepted fully the English Committee's recommendations for the teaching of English, French, German, Latin, and Greek, and suggested that resolutions in these terms be submitted at coming conferences of teachers. Further, it was resolved that a Committee should be formed to translate the recommendations into Dutch, in order to see how far they can be made applicable to the teaching of Dutch in South Africa.

CANADA.

Throughout the greater part of the world there is quickened interest in Continuation; in England, in Portugal, and in China the official mind remains unmoved. Meanwhile, the daughter colonies are beginning to set their mother a good example. The province of Ontario, Canada, has passed a law empowering local School Boards to require the attendance of boys and girls up to eighteen years of age at day or evening classes.

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LONDON: WILLIAM RICE, 3 BROADWAY, LUDGATE HILL, E.C.

EDUCATION IN INDIA.

ARE the East and the West beginning to understand each other better? It would seem so. Mr. Montagu, in the recent Indian Budget debate, declared that "the golden thread of Oriental idealism is being woven into the rather drab web of our scheme of life," and it must be confessed that in the sphere of Western politics the East is again asserting an unexpected degree of prestige and power. Such time-honoured phrases as "the unchanging East" are sadly out of date. Even Matthew Arnold's sonorous lines,

The East bowed low before the blast
 In silent deep disdain,

&c., have lost much of their force. It is true that that specious half-truth "East is East and West is West" is still occasionally employed to stifle inquiry and to dull reflection, but the East is busily engaged in disproving the hackneyed significance of the maxim.

It is interesting at this time to recall some of the fumbling endeavours of Englishmen and Orientals to estimate one another. There is a saying still current among the peasantry of Northern India: "A demon took a monkey to wife; the result, by God's grace, was the English." Even Mr. Malabari, the Indian reformer, whose death we are now deploring, wrote in his younger days that "an Englishman's friendship appears to be as fickle as his weather." Sir Richard Burton was supposed to know the Oriental well, and he said: "Of all Orientals, the most antipathetical companion to an Englishman is, I believe, an East Indian; even the experiment of associating with them is almost too hard to bear." Only a few years ago that brilliant journalist G. W. Steevens declared in his sketch, "In India," that "to the West the ordinary native of India is almost inhuman." And, still later, in Sidney Low's "Vision of India," we find such a guarded deliverance as this: "It is even possible that the heart and thinking apparatus which work under a brown skin are not in essentials so different as we used to believe from

those which are cased by a white integument." There we may be content to leave the whole matter. Probably King George was right when he said that the key to happier relations and a fuller understanding between East and West was sympathy, for sympathy is both the child and the begetter of understanding. Mr. Montagu has reaffirmed and emphasized the doctrine in these striking words: "The quality which is increasingly wanted as the key-note of British rule in India is sympathy." To secure this sympathy, he holds that "we should give to India, as we have undoubtedly done in the past, the very best material we can." So far as education is concerned, it may be questioned whether the material we have given to India has been either the best available or even passably sufficient, and it is possible that one of the results of the coming Royal Commission will be a raising of the dignity of the Educational Service of India. A Commission of which Sir Valentine Chirol is a member may be expected to see to that. In fact, the constitution of the Commission is such that the fullest and broadest survey of the educational problem is assured. Almost without exception the members have already shown a keen and personal interest in some aspect of State instruction in its relation to the public services.

It is scarcely necessary to express hearty satisfaction with Mr. Montagu's attitude towards the educational needs of India; the nature of these needs has often been indicated in these columns. The air is now thick with promises, and in our national dealings with India we seem to have got beyond the stage when "we promise according to our hopes and perform according to our fears." The official determination to break down the illiteracy of the masses of India is evidently sincere; there is not now so general an apprehension that the spread of knowledge will undermine the foundations of British supremacy. Provision has been made for a considerable extension of primary instruction, and before long we may hope to find at least one school for every group of villages. But the extent of the leeway to be made up is enormous. At present each institution for males has to serve for four towns and villages, and each institution for females serves forty towns and villages. Only 4.4 per cent. of the total male and 7 per cent. of the total female population are at school. The *average* pay of a primary-school teacher is about half-a-crown a week. The numbers of persons returned as illiterate at the census of 1911 for the various provinces are as follows:—

	Illiterates.	Population.
Bengal	49,362,448 out of	52,668,269
Bombay	18,299,816 ..	19,672,642
Burma	9,368,205 ..	12,039,083
Central Provinces, &c.....	13,420,072 ..	13,916,308
Eastern Bengal and Assam ..	32,056,601 ..	34,018,527
Madras	38,311,844 ..	41,405,404
N.W. Frontier Province	2,123,947 ..	2,196,933
Punjab	19,200,111 ..	19,974,956
United Provinces	45,563,579 ..	47,182,044

The benefits to higher education from the spread of elementary instruction among the people will be incalculable. The country needs more students, especially in her professional and technical institutions. What Lord Amptill wrote in 1902 is even more applicable to-day: "Young men of education are wanted in the interests alike of the efficiency and the purity of the administration of the State, for the extension of primary and secondary instruction and for the development of the trade, the industries, and the resources of the country." The vision of India as a vast sub-continent already teeming with graduates is altogether grotesque; even now there are only about 2,000,000 out of 315,000,000 of natives who read an English book, and the annual out-turn of graduates is at the rate of one for every 126,000 of the population. As Mr. Montagu has pointed out, qualified teachers are not yet available for many additional schools; but the number of normal schools is expanding rapidly, and thousands of masters are now being trained. There are also over 1,500 school-mistresses undergoing some degree of preparation; this will provide an average of one teacher for 100,000 of the illiterate

women of India. Incidentally, it may be remarked that the opportunities now offered by India as a field for women's work will probably force themselves upon the attention of the Royal Commission. A glance at the Civil Lists of the various provinces shows that female agency is sparingly utilized and poorly remunerated by the Government. Not only in teaching, but also in medicine and sanitation, more scope is urgently demanded for women, both Indian and European.

India has five Universities, the average territory assigned to each being over 325,000 square miles, or a tract more than six times the size of England. The area now allotted to the University of Calcutta comprises 484,000 square miles, a territory greater than the combined areas of France and the German Empire. This institution has to meet the requirements of 100,000,000 of people. A few years ago an American writer pointed out that it had in its affiliated colleges more students registered than Harvard, Yale, Princeton, and Toronto combined. The establishment of additional Universities has become a pressing necessity. Burma longs to shake herself free from the grip of distant Calcutta, and Dacca, Benares, and Aligarh are preparing to set up on their own account. It is probable, therefore, that at no distant date India will have at least nine Universities, a number that would still assign to each an average population equal to that of England. It is evident that the conversion of the federal Universities into genuine teaching Universities with large post-graduate departments is an expensive process. But private liberality has of late been freely displayed in connexion with higher education in India, and there are fortunately many important centres which lend themselves readily to the grouping of colleges into teaching Universities. What Manchester, Liverpool, Leeds, and Sheffield have lately done for themselves may one day be done by such great cities as Hyderabad, Karachi, Nagpore, Agra, Ahmedabad, Baroda, and Delhi. The last of these, now the capital of the Indian Empire, may in course of time acquire fresh renown as one of the chief centres of learning in the East. The establishment of a separate university college for the education of domiciled Anglo-Indians is also mooted.

In his Budget speech Mr. Montagu had a good deal to say about the Indian student in England. An elaborate and expensive organization has been devised for his welfare, but it is doubtful whether an expansion of India Office activity in his behalf will be of much practical benefit to him. The surest way to win his confidence and to raise the level of his self-respect and ideals is to show a readiness to entrust him with responsible occupation. To check his expenditure, to choose his associates, to direct his studies—all these are good things in their way; but what the students want and what their parents want is some reasonable prospect of return for their outlay and self-denial; and as things are at present this prospect is somewhat remote. The obvious remedy for this state of affairs may suggest itself to the members of the Royal Commission. Mr. Montagu promises a speedy increase of the facilities for technical and professional education in India; it is sorely needed. We hear much of the bitterness and disappointment generated in the breast of the Indian student who has gone through an expensive course of training in this country; we must not forget that these feelings are due more often to his depressing outlook in India than to his experiences in England.

INDICUS.

THE attention of teachers, other than those in elementary schools, is directed to the Secondary, Technical, and University Teachers' Insurance Society, approved under the National Insurance Act. The bodies represented on the Joint Conference entrusted with the formation of the Society include all the Associations represented on the Federal Council, with the exception of the Head Masters' Conference and the Incorporated Association of Head Masters. The Society has already some thousands of members, and its success is assured. All teachers who are eligible for membership should send in form of application without delay. Full particulars may be obtained from the offices of the Society, at 35 John Street, Bedford Row W.C.

OBITUARY.

HERBERT BARING GARROD.

THE announcement of the death of Herbert Garrod, which occurred at his residence in Compayne Gardens on July 30, will have come as a shock to his many friends at home and abroad, though his fellow-members of the Teachers' Guild had missed his presence at the Annual Meeting in the spring, and knew that he was incapacitated by a serious attack of pneumonia, from which, however, he then seemed in a fair way to recover.

Herbert Garrod was born May 22, 1849, the son of Sir Alfred Garrod, M.D., F.R.S. He was educated at King's College School, London, and was elected a Senior Postmaster of Merton College, Oxford, in 1868. The next year he won the Newdigate for English verse and graduated with Honours in 1872. He was called to the Bar in 1874 and joined the South-eastern Circuit, but his interests lay rather in literature than in law, and he was content to be a briefless barrister. He was a frequent contributor to the *Academy* and the *Spectator* and assisted his uncle, Mr. Townshend, in the editorship of the latter journal.

In 1886 he was appointed General Secretary of the Teachers' Guild, and the last half of his life was almost wholly devoted to work for the Guild. Though he had never been a teacher himself, nor up till then been brought into direct relations with teachers, he was drawn to the work by profound sympathy with the main object of the Guild—to make of teaching a profession with the same status as law or medicine, one and indivisible like the Church, with various grades and orders, but with no social distinctions. He persistently maintained that the one mark of a teacher was that he had been trained and given proof of his ability to teach, and he sometimes pressed this democratic doctrine to conclusions which to conservative members seemed revolutionary.

The Guild from the first has, in spite of its growing numbers, had a hard struggle to make both ends meet. It has no endowments, no substantial income derived from examinations, like the College of Preceptors, and to carry out its democratic aims the subscription is necessarily small. The salary of the Secretary was so low that it might almost be called nominal, and even this was drawn by Mr. Garrod only when convenient and often returned as an anonymous donation. It was a labour of love. He toiled hugely, working over-hours, editing the *Teachers' Guild Quarterly*, for which he always wrote the leaders, and visiting local centres, where he was always in demand as an effective speaker with a natural gift of oratory. But it was in the office itself that his qualities showed to most advantage. His even temper and invariable courtesy made him suffer bores gladly; his wide knowledge and experience were at the service of any teacher who consulted him on some professional trouble or what book to take from the library. His tact and cool judgment reconciled differences such as could not fail to arise in a mixed body of men and women, and nipped dissent in the bud. The Guild has lost many members by reason of the superior attractions of the special Associations that have since come into being, but hardly any have seceded from differences of opinion. The latest scheme of Mr. Garrod was a common Conference week, in which all Associations of teachers should take part, on the lines of the British Association Meeting, with the double purpose of bringing all sorts and conditions of teachers together for counsel and converse, and of preventing the dissipation of energy resulting from sectional meetings that extend over a whole month. Next January will see this scheme in part accomplished.

His one defect as a Secretary was over modesty and diffidence. So far from putting himself forward, he tried to efface himself and keep in the background. At public meetings of the Guild he could hardly be persuaded to appear on the platform. Bold advertisement he detested, and he declined to use his connexion with journalism to set forth the merits and claims of the Guild.

In 1910, Mr. Garrod resigned the General Secretaryship, but as Honorary Organizing Secretary and a Member of Council he continued the work to the very end. His loss to the Guild is irreparable. Mr. Garrod married Lucy Florence, daughter of William Colchester, of Ipswich, and leaves four sons, all of whom have inherited their father's talents. The three elder were scholars of Oxford and Cambridge Colleges, and the youngest is a scholar of Uppingham School.

WILLIAM WHITE.

ON July 10 there passed away, at the age of sixty-four, after a long illness patiently borne, one whose devoted and unostentatious work has left a deep mark on the town and district where almost his whole teaching life of some thirty-five years was spent. At the City of London School William White was one of a band, including the present Prime Minister, who won distinction in many fields, owing their inspiration and success largely to their great Head Master, Edwin Abbott. White's degree, First Senior Optime at Cambridge, was not a just index of his powers. After a short period at Manchester Grammar School, and at Marlborough, 1877-8, as a master in the Modern School, he was appointed Second Master at Boston School, which under Dr. Pattenden had a considerable reputation. To name only two, it had sent out the Rev. E. S. Roberts, late Master of Caius College, Cambridge, and T. W. Dunn, of Bath College, a notable figure at Head Masters' Conferences. In every department of school life he took a keen and active interest, but especially in teaching, where his mathematical powers soon made the provincial school which had already won classical distinction equally well known for its mathematicians. So good were his work and influence that, on Dr. Pattenden's retirement, he was invited, and even urged, to take the vacant post, which, not without a reluctance characteristic of the quiet unassuming man, he at last accepted. Ardent devotion to his work, and deep interest in the welfare of his boys at school and afterwards, marked his Head Mastership. A most careful and stimulating teacher, he never spared himself. After a hard day's work in school, he would ungrudgingly spend his evenings with boys whose career depended on gaining a scholarship or success in some public examination. He made the most of his not always promising material, and for many years Boston boys steadily won scholarships, especially in mathematics, and were conspicuous in the Oxford Local Lists. Though chiefly a mathematician, he was a very capable teacher of other subjects, and to the end, amid the changes that have widened the curriculum of grammar schools, though sometimes at the cost of thoroughness, and have brought not a few embarrassments, he saw that a good all-round standard was maintained, while full justice was done to the more able boys. He played an active part on the Holland Education Committee of Lincolnshire, doing much to forward the interests of the secondary schools. For some time he was on the Committee of the Head Masters' Association, and up to his death was a member of the Head Masters' Conference, where he had many friends. A strenuous and faithful worker, of a quiet and retiring disposition—perhaps excessively so—by example and authority he permeated his school and town with an ideal of sound, honest education. Self-advertisement was utterly alien to his nature. His heart was set on quietly doing his best for the sake of others and of his own sense of duty and self-respect. He was a skilled climber in the Alps, and especially in his beloved lake mountains, where for many years he spent his holiday. Such a life, inconspicuous perhaps outside his own district, has helped to keep up the tradition of sound learning and still more of selfless devotion in English grammar schools, showing amid changing educational schemes and clashing ideals the supreme value of conscientious thoroughness, unstinted labour, cool judgment, sympathy, and a lofty standard of duty. To the many who are working in the same spirit, White's life may well be a help and an inspiration.

"Multis ille bonis flebilis occidit,
Nulli flebilior quam mihi."

G. W. R.

WE congratulate the Victoria University on the fine bequest which has been made to it by Mr. John Hall, and this time the gift, we are glad to see, is designed to be spent not in buildings, but in brains. The University will not receive the money immediately, but on the death of the survivor of his two nieces. The amount is between £40,000 and £50,000; £20,000 is to be devoted to endowing a Professorship of Chemistry, and £15,000 to a Chair of Philosophy (the difference in the sums is typical of a practical twentieth century). The remainder is to be used for founding scholarships, chiefly in scientific subjects. The University has also just come into the £20,000 left some years ago by Mr. T. E. Taylor, and Manchester Grammar School has received £1,000 from the same source.

REVIEWS AND MINOR NOTICES.

- (1) *A New Latin Grammar*; (2) *A New French Grammar*.
By E. A. SONNENSCHNEIN. (Each 2s. 6d. Clarendon Press.)

We have waited expectantly for the Report of the Joint Committee on Classical Terminology to bear fruit, and it is right and fitting that the editor of the series of "Parallel Grammars," who was also the inspirer and Chairman of the Committee, should lead the way. Prof. Sonnenschein has taken the first step towards bringing into line the grammar of the two foreign languages with which alone the majority of secondary schools are concerned. Complete harmony even in languages of the same family is obviously unattainable, and it must always be a nice point to decide how far nomenclature shall be stretched so as to cover forms and usages identical in origin which have in course of time widely diverged. Further, as Prof. Sonnenschein well observes, the desired reform cannot be effected by a mere mechanical substitution of one term for another. Grammatical terms are not conventional labels, "they are abstracts and brief chronicles of theories and doctrines," and unless they are truly significant a logical study of grammar is impossible. The other difficulty of the grammarian is not so clearly seen or, at any rate, so clearly stated. Is he to take the phenomena of language as he finds them to-day, and analyse, tabulate, and expound present forms and usages; or shall he explore their origins in the past, investigate the latent force of word or phrase or sentence, and base on this his classification? To this question, too, there is no categorical answer, and the grammarian must steer a middle course, but in our judgment Prof. Sonnenschein leans too much to the historical method.

"Case" is a crucial instance. Latin has six cases, or—counting, as here, the locative—seven. On this there is no dispute. But how many has French? By the strict definition of case as "a modification of form," &c., nouns have no case, and it is only on the analogy of ten pronominal forms that case is attributed to nouns. Prof. Sonnenschein follows the recommendation of the Joint Committee. *Me* is an accusative or a dative, *de moi, à moi* are genitive or dative case-phrases, and *moi* in both these is an accusative. Is not this to sacrifice French on the altar of Latin? Is the beginner in French to be taught that, in *je vais à Paris, à Paris* is a dative phrase composed of a preposition and a noun in the accusative, in order that he may be assisted in his subsequent study of Greek?

In Latin this difficulty rarely arises, and we have no hesitation in pronouncing the "New Latin Grammar" in nearly every respect as great an improvement on Kennedy as was Kennedy on the old "Eton Latin Grammar." The accident is shortened and simplified; *deabus, suppellectilis, et tous ces garçons là* are scrapped; the conjugation of verbs is at once more strictly philological and easier to remember; and, lastly, the accident is not wholly divorced from the syntax. The substitution of the perfect participle passive for the supine is an unmixed gain.

The special feature of the syntax is the treatment of the subjunctive—an application of the theory propounded in the author's monograph on "The Unity of the Latin Subjunctive." All uses of the mood are classed under the two primitive and cognate meanings of obligation and futurity. This is a real and original contribution to philology, and will, we doubt not, be used by succeeding grammar writers as a *filum labyrinthi*. But, while we rejoice at the attempt to substitute reason for rule of thumb, we are afraid that the syntax in which it is applied will prove too revolutionary to commend itself to schoolmasters of the present generation. Explanation and rule are intermingled, and for daily use the pupil needs tabular statements. For instance, a boy wants to know what mood he should use in concessive sentences with *quamvis, quanquam, etsi*. He will find nothing in the index or (if we have not overlooked it) in the text. The same of *cum* frequentative. We are not convinced that the gerundive is a passive verb adjective. In the example given we should

translate "Now for a drinking, now for an earth-beating." The subjunctive of wishes (page 149) is present, not future. *O si sim!* "would I were now!" not at some future time. One other criticism: the examples are nearly all drawn from Caesar's "Gallic War." We should greatly prefer examples from the poets as more easily learnt and better worth remembering.

To write a French Grammar on the lines of the Report was a far harder task, and we cannot say that as complete a success has been achieved. To take a minor point of comparison: the Latin examples, as we have just remarked, are taken from standard authors and the reference is in each case given; the French examples are composed *ad hoc* and rarely above a line in length. This criticism does not apply to the accident, which has been reduced to a minimum and simplified, to the relief and profit of the beginner. In particular, we commend the treatment of the verb and the adoption of the "dead conjugation." There is no attempt at absolute uniformity of tenses with English or Latin. "He gave" is past, *il donna* past historic; "he has given" is present perfect, *il a donné* is perfect. It is not a matter of much importance, but we should have preferred to give the same names to corresponding forms and afterwards point out the different uses in the syntax. On the other hand, for the old conditional we have "future in the past," and here we confess that we find it hard to conquer our conservative instincts. The use from which the name is taken, reported future, is not the commonest, and in the second use, "conditioned futurity," not only the sense of past but of future time has been lost, as in the example given, *hésiter serait une faiblesse*, "the woman who hesitates is [not will be] lost." "Je ne saurais vous le dire" is not, as here translated, "I should not be able to tell you," but "I cannot tell you." The uses of the tenses are clearly but all too briefly explained. It is not only in conversational French, "especially in the north of France," but also in written French, that the past historic is the regular usage in such sentences as "Nous sommes arrivés à cinq heures," and the constant use of the past imperfect in vivid narrative deserves more than a paragraph and a single example in small type. The disuse of the past subjunctive except in literary style is exaggerated. It is mainly for the sake of euphony that it is avoided in verbs of the first conjugation. Why should we be told to avoid in conversation such a sentence as "Il exigea que tout le monde fût là"? The perplexing and subtle question of the position of French adjectives is very perfunctorily treated. The rule that when the adjective is longer than the noun it almost always comes after it needs much qualification. We must write "Cet admirable prince" if we are summing up his qualities. Nor is it true that, when noun and adjective are of the same length, we may take our choice. There is a shade of difference between *un enfant charmant* and *un charmant enfant*, and *un enfant petit* is not French. "Je crains qu'il [ne] vienne" and the rules on page 127 are, to say the least, misleading. The pupil will infer that *ne* is usually omitted, whereas the option applies only to negative or quasi-negative sentences. Under *ignorer*, negative with indicative, it should be mentioned that *ne pas douter* requires the subjunctive. In "Il n'eut pas plus tôt fini qu'il sortit," *plutôt* should not be given as an alternative. The Académie and Littré agree in condemning *plutôt* as a solecism. "Special forms" is not a happy substitute for the old and indefensible "disjunctive" pronouns. What is there "special" in the form of *nous, vous, elle*? "Strong," "emphatic," or "accentuated"—each seems to us preferable. What is the use of a bare list of prepositions (page 161) including "*d'avcc*, from"?

These are flaws that may easily be removed in a second edition. But, if the two Grammars are to be generally adopted in schools, it seems to us that they will need a more serious revision. Either the Latin will have to be lowered a key, somewhat in the way we have indicated, or the French will have to be strung up so as to bring the two into tune. As they stand, we should recommend the Latin for a Sixth and the French for a Fifth Form.

Rationalist English Educators. By GERALDINE E. HODGSON, D.Litt. (3s. 6d. S.P.C.K.)

Herbert Spencer, whose essay on Education is the most notable contribution to the literature of that subject ever written by a rationalist, tells us that "to prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of an educational course is to judge in what degree it discharges such function." Throughout the essay Spencer worked upon that basis; his aim was to discover the true method of preparing the mind and the body for "the complete life." Unlike most writers on education, he never left out of sight the realities of everyday existence; the vital importance of diet and exercise and clothing; the need of teaching the child to discover things for itself; the dangers of treating children as mere units and not as individuals.

Curiously enough, the author of this sketch does not so much as mention Spencer, or his contribution to educational literature; but Milton, whose "fine phrase, often quoted as it is, can never be staled quite into commonplace," expresses the same idea in more elaborate language: "I call, therefore, a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

In this sketch, criticizing the educational theories of Locke, the Edgeworths, and Mill, sufficient prominence is not given to this central topic—the function of education. If, as the author concedes, these men and women, rationalists though they were, were moved by the love of what they believed to be truth, she was in fairness bound to judge them according to their own standard. In these days of warring creeds no candid seeker after truth can fail to realize that, be our ultimate goal what it may, and whether our little life be the prelude of some greater existence or not, it is our plain duty, from whatever point of view the subject be approached, to prepare our children for "the complete life" upon earth. The author has, in our opinion, failed to give sufficient weight to such considerations, and has marred criticism in other respects admirable by a false conception of the nature of toleration. To the philosopher—and it is as a philosopher, and not as an educationist, that the author passes judgment upon Locke and Mill—even as no truth is obvious, so can nothing be obviously false. The attitude in which the author rails at what is termed "gelatinous indifference" is the attitude of the would-be silencers of Galileo. "Of two opposing propositions let us always remember that, though it is possible that they may both be false, it is not possible that they can both be true." But if that proposition be interpreted to mean that "if I am right—and it is inconceivable that I should be wrong—then you are in error," we put ourselves back to the days of the Holy Inquisition. What is Truth? Although, like jesting Pilate, we wait not for an answer, it should be our aim as educators to ensure that our children should in no wise be handicapped in the task of finding the answer to that eternal question. Doing and being are, therefore, the paths in which we should chiefly seek to strengthen the feet of the young. That was the key-note of Spencer's teaching, and that is precisely what Locke insists upon when he says, "Nobody is made anything by hearing of rules, or laying them up in his memory: practice must settle the habit of doing without reflecting on the rule." That, too, is what the Edgeworths were thinking of when they alleged, as one of the disadvantages of public-school education, that there too little attention is paid to the general improvement of the understanding and to the formation of moral character. Indeed, with regard to this essential problem of education, the rationalists are at one. Again we cannot but regret the spirit in which the author writes of rationalists as being incapable, as such, of being "kindly human beings." The lives of such men as Locke, Mill, and Spencer are a standing refutation of such a suggestion; and to suppose that such men were what they were in spite of their rationalism is vanity. Once more it is misleading to write of the Edgeworths, "Their whole attitude is baldly, crudely hedonistic." That judgment is based apparently upon the statement made

in Volume I of the "Essays on Education" that "To secure for his pupil the greatest possible quantity of happiness taking the whole of life must be the wish of the preceptor; this includes everything." The comments which follow have no meaning unless we are to assume that the author draws no distinction between "happiness" and "pleasure," and though Locke, Mill, and Spencer may conceivably be termed hedonists, the most cavilling critic would not venture to suggest that any one of them aimed at no higher ideal than pleasure. Pleasure, as Spencer shows in his essay, is a test of the efficacy of an educational method, and it is largely because rationalists realize the usefulness of pleasure as an adjunct to our activities, not as their aim, that they are able to formulate schemes of education that still have their use. In two respects we are in complete accord with the author: first, in dwelling upon the intense love of Truth which impelled Locke and Mill, and, we may add, Spencer; and secondly, in the rightful insistence upon the necessity for training the young to appreciate Beauty. In which respects, as heretofore, be Plato our guide.

An Intermediate Logic. By J. WELTON, M.A., and A. J. MONAHAN, M.A. (7s. 6d. University Tutorial Press.)

This is an abridgment of Prof. Welton's earlier "Manual of Logic," intended for the use of students working for the Intermediate University Examination. The authors, by means of the admirable selection of questions and examples given at the end of the volume, have made it easy to compare intention with achievement, and shown that they have kept throughout in close touch with the needs of those for whom they have been writing. That the book entirely avoids the characteristic fault of most abridgments cannot be asserted, for we note an occasional tendency to sacrifice clearness to comprehensiveness, and, especially in the part dealing with formal logic, later results are sometimes taken for granted, and terms such as "conception" and "judgment" are used with a very cursory definition of their meaning. On the other hand, this volume has, particularly in the arrangement of the subject matter, certain points of superiority over its larger predecessor. The treatment of Method, which precedes the syllogism, is interesting and illuminating, and should help students to see the artificiality of the distinction between deduction and induction as entirely separate and independent processes of thought. Instead of discussing fallacies in a section devoted to themselves, the authors take them in connexion with the various principles which they violate. This is an arrangement which, from the point of view of the practical teacher at least, recommends itself as the most useful and natural.

Such changes of arrangement are evidence of the conscientious desire of the writers of the book to breathe life into what are, for most students at the outset, the dry bones of formal logic; for they aim at making clear the vital connexion among the different parts of the subject, dependent on the essential nature of knowledge. The same desire shows itself in other places, as, for instance, in the interesting section on classification. Immediate inference and the syllogism are very fully discussed, but an examination of the type of questions which the student is required to answer shows that the space devoted to these subjects is justified.

The discussion of the general nature and postulates of induction is pleasantly free from the controversial matter and criticism of other logicians which are apt to prove so distracting to the young student. The principle of uniformity and the subject of causation are suggestively treated, and a good account is given of the value and the relation to each other of the various subordinate processes making up the inductive process as a whole. As is necessary, induction is abundantly illustrated, and one is glad to find that the thinking processes of the hunter and the farmer receive some fleeting recognition alongside those of the scientist. The authors have, however, for obvious reasons had recourse to the natural sciences for their most numerous and detailed examples. Students of logic sometimes complain that the difficulties of the subject are considerably increased for them by the necessity of

grasping illustrations from spheres entirely foreign to their ordinary interests, and it seems unfortunate that the devotees of social, educational, historical, and psychological research should have so little account taken of the actual reasonings in their favourite sciences. It is natural, as our authors explain, that the logician should choose examples that come as near perfection and completeness as possible; yet it might be possible to adopt illustrations from spheres which, for some, are more sympathetic, and to make their very incompleteness help to impress upon the student that lesson of caution in drawing conclusions which it is one of the chief aims of logic to drive home. Perhaps this is more the business of the living teacher than of the textbook—a consideration which leads on to the remark that the volume before us, though primarily intended for students, will prove suggestive and useful for teachers also. Indeed, the ordinary student will probably require the fairly frequent interference of the teacher, for the book is by no means too simple.

Attention must be drawn to the valuable illustrations of inference, both deductive and inductive, among the examples at the end. These will be found interesting to analyse, and their analysis will afford a good test of the extent to which the student has grasped the living significance of the science he has been studying.

"Dent's Modern Language Series."—*L'Homme Vert*.

By JETTA S. WOLFF. (1s. 4d.)

The stories in this volume are partly written by Miss Wolff, partly remodelled by her from old legends. They are intended for rapid reading in form or at home, and the edition has therefore no exercises attached to it, while the fairly numerous notes, which are entirely in French, are only intended to help to the understanding of difficult words or phrases of the text. In this Miss Wolff has, in our opinion, been wonderfully successful, as it is only here and there that the explanation given is beyond the range of the reader she has in mind. For example, *réclamait* is explained by *demandait avec instance*, *se ravisa* by *changea d'avis*, both of which are apt to be misleading to the English child. But, even with such help as the notes undoubtedly give, and though the stories themselves are delightful and well suited for young children—say of eleven to thirteen—as regards their subject-matter, we doubt whether their style and construction are not too advanced in proportion and likely to discourage rather than promote independent reading of French at that age.

Le Livre Rouge. By Miss E. MAGEE. (1s. 6d. Blackie.)

This should be a delightful book for small beginners. Besides abundant material for building up a vocabulary of common words and phrases, "*Le Livre Rouge*" supplies many easy games, one or two set to music, and leads the learner, by well graduated stages, from the very elements of grammar—*le*, *la*, and *les*—to the construction of every kind of simple sentence. It is profusely illustrated with pictures of bold design, which show clearly all the objects mentioned and add no unnecessary details. One would only like to see some of them reproduced as wall pictures to facilitate conversation. Where the subject is taken outside the form-room it is difficult for the teacher of a large division to be sure that all the children are looking at the same thing, and connecting it with the right word. The exercises on each section are well varied and can be used for practice in either oral or written work. There is little doubt that, with this book in their hands, children will find the learning of French both attractive and easy.

Je sais un Conte. By Mrs. J. G. FRAZER. (1s. 6d. Clarendon Press.)

In this collection of tales Mrs. Frazer has conclusively proved her title well chosen. She has drawn them, she tells us, from all kinds of popular sources, and they certainly savour of their origin in their wealth of quaint legend and folk-lore. Beyond a phonetic transcription of the first two "Contes," no attempt has been made at editing them, and they would thus supply an excellent text for rapid reading with a young form, who could not fail to enjoy them.

Contes de Voltaire. Edited by H. W. PRESTON, M.A. (2s. Clarendon Press.)

We are glad to welcome another volume of the "Oxford Modern French Series," which has already done much to familiarize English readers with some of the best French classics. Mr. Preston has prefixed a delightful and scholarly account of Voltaire to this selection of his "Tales," and we advise anyone to read it who feels himself out of sympathy with this many-sided man: "the veritable Jekyll and Hyde of literature," as his editor says of him. The

"Contes" themselves, though ostensibly belonging to the age of legend and magic, are full of modern allusions and sparkling with humour, making one want to read more where the few offer so much. The notes, of which all but a very few are in English, are in most cases full and adequate, though we notice that no explanation is offered of *le mois de la souris* and *le mois du mouton* on page 21. Misprints will be found on page 29, line 3, and on page 82, line 10.

Easy German Poetry. Edited by C. W. COLLMANN, B.A. (2s. Ginn.)

As an introduction to the delights of German lyrical and ballad poetry we can heartily recommend this little book. It supplies, as its editor claims for it, a long-felt want, and, though primarily intended for beginners, could be also placed with confidence in the hands of more advanced pupils. It seems to contain all the poems to which we would like to give children an early introduction, and these have been carefully graded so that the learner shall not be discouraged by his first efforts at German verse. Mr. Collmann has prefixed some suggestions for the teaching of poetry, in which he urges the thorough mastery of each poem, even if not learnt by heart, till it shall become a familiar friend; and lays much stress on the importance of correct pronunciation and intelligent reading. In order to bring the book still more within the range of the beginners for whom it is meant, he has added a full vocabulary and English notes, and recommends that the teacher should translate any passage that proves at all beyond the pupil's grasp. In our opinion it is a mistake to interpose so much English between the learner and his appreciation of a foreign literature, but, except from those who hold this theory, the book is one that ought to receive a warm welcome.

"Harrap's Modern Language Series."—*Easy Prose for Translation into French*. By ALEC CRAN, M.A., D.Litt., Ph.D. (1s. 6d.)

We should like to make two criticisms on this book before speaking of its very considerable merits—the first, that the forty pieces it contains are hardly sufficiently graded from the very elementary ones with which it opens to some really hard extracts from standard English authors; the second that, even taking the early passages into consideration, the book strikes us as too advanced for pupils after only two years' work, though it is for them that it is, in the first instance, intended. On the other hand, we find here much that is excellent packed into a small compass. Besides the passages of continuous prose, there are simple sentences of everyday use to be put into French, a subject for free composition, with hints in French for its treatment, and a set of idioms connected by a similarity of words or ideas, which again are of constant application. The vocabulary, which is more of the nature of notes, is not too full and is very suggestive from the way in which it gives synonyms with their slight variations of meaning, and warns the young learner against confusing different parts of speech. Altogether the book is one over which much trouble and thought have been spent and which will repay careful study.

Contes Français. Edited by MARC CEPPI. (1s. 6d. G. Bell.)

In the "Contes Français" M. Ceppi has made a most delightful collection of thoroughly readable short stories, very easy to memorize, and introducing the child to a wide range of useful vocabulary. The stories have been in part adapted, in part written for English-speaking pupils, and so present none of the language difficulties that so often put the ordinary French tale beyond the grasp of young pupils. In fact, the only adverse criticism we can make is that the text is hardly sufficiently graded for its length. In a book of 163 pages of reading matter the last stories might well be considerably harder. In every other respect, however, we can warmly recommend the "Contes" as an elementary reader, both for its language and its subject-matter. It contains every kind of fairy tale, legend and fable, some familiar, but many new or little known, and much skill has been used in varying the tense in which they are told without detriment to the naturalness of the style. The book is published either with or without vocabulary, and a separate pamphlet may be obtained (price 6d.) with exercises and *questionnaire* for use with the text.

Senior French Reader. Edited by R. F. JAMES. (2s. 6d. W. B. Clive.)

Extracts from nineteenth-century authors, beginning with Corinne and ending with Marie-Claire. An introduction of ten pages sums up, as well as can be done in that space, the development of literature during the century. The passages, most of them old friends, are well adapted for their purpose to prepare pupils for Senior Locals, though, perhaps, they err on the side of easiness. They might profitably be used for unseen. The notes are confined to the matter, biographical and historical allusions. The vocabulary we consider a superfluity. It will not help the pupil to translate *une grosse mer*, *un brun vigoureux*, *ne m'en demande*

pas si long, composition (picture), *garantie* (mortgage), *enlèvement*. It would have been better to give the help required in notes.

Daudet: Le Petit Chose. Edited by W. ROBERTSON, M.A. (1s. 6d. Harrap.)

This is a convenient and attractive edition in the old style of Daudet's little masterpiece. The print is clear, the vocabulary complete, and the notes offer good renderings of idiomatic sentences, with explanations of historical, geographical, and literary allusions. The book is evidently intended to be used entirely for translation, though it is a question whether that is the best way of making boys or girls appreciate the charm of Daudet's style, the lightness of his touch. And, in our opinion, even setting this question aside, too much help is given to the pupil in editions of this kind where reference to the notes and vocabulary leave no scope for either memory or ingenuity.

A Practical Italian Grammar. By L. M. SHORT. Second Edition. (5s. George Allen.)

The grammar is framed on the lines of Ollendorff, each lesson consisting of a rule or paradigm, followed by conversation, exercise, and vocabulary. The student who works through it conscientiously will undoubtedly have gained a fair knowledge of elementary Italian; but it will need fortitude on his part to learn by heart, as is recommended, "La signorina ha un giardino? No, essa non ha un giardino, ma il signore ha due case." The adult, too, will prefer to take his verbs at a gulp, and not by sips—a tense at a time. There is a key to the exercises and to the longer pieces of composition at the end. The latter are interesting and well chosen. *Eglio* and *elleno* are obsolete or obsolescent.

The Theory of Determinants in the Historical Order of Development. Vol. II. By THOMAS MUIR, C.M.G., LL.D., F.R.S. (17s. Macmillan.)

This second volume of Dr. Muir's work on determinants is a worthy successor to the first. It is characterized by the same power in presentation and gives abundant evidence of the same assiduous research. The history is carried on from 1841 to 1860, each chapter being arranged in chronological order, the first chapter dealing with determinants in general, while each of the succeeding chapters is devoted to some special development. The volume opens with Cayley's memoir of 1841, "On a Theorem in the Geometry of Position," in which Cayley gave determinants the notation that has made consequent progress so much less difficult. This period of twenty years is, therefore, the most interesting in the history of the subject. It marks the reign of Cayley and Sylvester, Cauchy, Hermite, Hesse and Brioschi. It is a period of which English mathematicians may justly be proud, and it is singularly fortunate that we should possess a master of the subject so efficient as Dr. Muir and so generous in giving his labour to help students to follow the lines along which this important subject has developed.

Exercises from the "Calculus for Beginners." By J. W. MERCER, M.A. (3s. Cambridge University Press.)

The exercises from the "Calculus for Beginners," which is one of the best elementary textbooks on the calculus, are well worth reprinting for use in classes. When the volume is reprinted, occasional references to the original text should be deleted, especially when, as on page 46, the reference is to a diagram in the complete book which is not among those in the reprinted exercises.

Introduction to Analytical Mechanics. By A. ZIWET and P. FIELD, Ph.D. (7s. Macmillan.)

This volume is intended to form a year's course for University and college students in kinematics, statics, and the dynamics of a particle and of rigid bodies. As compared with an English textbook, more space is devoted to the text, less to exercises, and still less to worked or typical examples, while the exercises themselves are of a simpler character. They are, however, well adapted to illustrate the subject. The methods of the calculus and the elements of solid geometry are supposed to be known, but the solutions of such differential equations as may occur are explained in the course of the work. The authors have written a good introduction to higher mechanics, which a student accustomed to English textbooks might read with advantage.

When I was a Boy. By LUCAS BEYNON. (3s. 6d. Routledge.)

In the early days of competition for Naval Cadets a candidate was being *viva voce'd* by the Admiralty Committee presided over by Lord Selborne. Cross-examination extracted from him that his father was an admiral on active service, that he lived with his grandmother in the country, and spent his time in ratting, ferreting, bird's-nesting, hunting, according to the season, with lessons with a tutor to fill the off-times. Questioned whether he could draw, he answered modestly that he thought he could, though he had not been taught. He was handed a sheet of paper and asked to draw a cow. The drawing was handed round and produced Homeric laughter, but the boy was equal to the occasion and, turning on his

tormentors, said indignantly, "I told you I'd never tried, and I'd like to see one of you Johnnies draw me a pig with your eyes shut." Which things are an allegory. Mr. Beynon's boy is of the same breed, and he tells, as a boy could, his various adventures with catapult, gun, and rod. Some we must take *cum grano*—the wounded owl brought home clinging to the gun barrel and the battle with the cave bats. Nor can we commend the recipe for preserving eggs, to boil them hard, nor advise the young angler to take the idealized father, who might have been a contemporary of Walton, as his exemplar. The book as a plain narrative, without a moral or any attempt at teaching, will delight the natural boy.

Character Training. By ELLA LYMAN CABOT and EDWARD EYLES. (3s. 6d. net. Harrap.)

We have here a book by an American author, "revised, supplemented, and edited for English teachers" by the head master of a London school. The editor has considerably curtailed the original version, particularly where it was "too American." On the other hand, he has made additions and introduced a certain amount of rearrangement. The nature of the book is indicated by the subtitle, which runs: "A Suggestive Series of Lessons in Ethics." On examination, however, we find that it is made up not so much of lessons as of materials out of which lessons may be made. It is, in fact, a compendium of stories, poems, and other illustrative matter that may be used in moral instruction. The book is so arranged as to provide material for lessons for ten months out of the twelve for each of eight years, thus covering the whole of the primary-school course in the American schools, an arrangement which obviously lends itself to our English system as well. Each year has a different topic, the eight topics being Helpfulness, Home Life, Work, Golden Deeds, Loyalty, Friendship, Patriotism, Choosing a Calling. There is necessarily a certain arbitrariness in this selection, but wherever possible there is a clear application to the needs of children of the age contemplated. The subdivision of matter under the different topics is well done and enables the teacher to cover all the essentials in the eight years. The matter is in itself extremely interesting and is selected from excellent sources, not excluding the Bible. There is a complete absence of mawkishness, and the book does everything that can be expected of a compendium of this kind. Whether such a book should be used at all raises a different question. No doubt the best series of moral illustrations are those that come naturally from the teacher's own reading and experience; but all teachers have not the *flair* for such things that Mrs. Cabot undoubtedly has. Nor have busy teachers the time to hunt for appropriate illustrations and to modify the matter to suit the different ages of pupils. So it may be admitted that there is room for this book, especially since it gives references and suggests means by which the abler teachers may extend its usefulness. Still another set of objections have to be met, for there are those who have no faith whatever in deliberate moral lessons. We can fancy a man like Mr. Paton of Manchester looking askance at such a manual. But the author is not one of those who overestimate the value of the deliberate moral lesson in character training. She tells us plainly, "Character grows mainly in two ways: through work well done, and through the contagious example of people whom we love and admire." But she maintains that such a book as this forms an excellent supplement to the forces of achievement and imitation, and most teachers will agree with her.

Education in Scotland: a Sketch of the Past and the Present.

By W. J. GIBSON, M.A., Rector of the Nicolson Institute, Stornoway. (2s. 6d. net. Longmans.)

Mr. Gibson writes primarily for the younger members of the teaching profession in Scotland, hoping to inspire them "with a keener sense of the honourableness and distinction of their calling." He traces the chief ups and downs of education from the time when Ninian built Candida Casa (Whithorn, 397 A.D.) down to the latest departmental memorandum. "In no other country has there been in the past the same free path for ability, in whatever rank produced, not only through the schools, but into all the learned professions." The explanation of this signal advantage is found in the value placed on education by the people, and their profound conviction that education is a matter of public concern as being a matter of interest to the whole people. The story is curiously varied and interesting: "Celtic monks and bards, medieval chancellors and rectors, sixteenth-century preachers and bishops, University regents and professors, parish and burgh schoolmasters, all have borne their part in the great work of Scottish education," and they have had more sense than to spoil the main business by quarrelling over details, and especially irrelevant questions. The matter is carefully distributed, and, if disproportionate space is given to education in the Highlands and Islands, this is for the useful purpose of clearing up a question that has hitherto been misunderstood. The final chapter deals pointedly with recent movements and questions. The work is written with deliberate care and with full knowledge, and in excellent tone.

Introductions to the Poets. By F. W. RAWNSLEY.
(2s. 6d. Routledge.)

Mr. Rawnsley is hon. secretary of a literary society founded for reading English poetry, and at each meeting an introductory sketch of the poet and his works was read: presumably by the secretary, but of this we are not informed. These introductions are mainly a digest of standard criticisms, and make no claim to originality. For instance, that on Milton consists of newspaper cuttings on the occasion of the Milton tercentenary. Well adapted for a society to whose members Chaucer was a new discovery and Swinburne's "Atalanta" a revelation, they scarcely merit a wider publicity. The paper on "Tennyson," delivered as a lecture by the Editor, stands apart, and contains interesting personal reminiscences.

(1) *Paton's List of Schools and Tutors.* (2s.; post free, 2s. 6d.)

(2) *Paton's Guide to Continental Schools.* (1s.; post free, 1s. 4d.) (J. & J. Paton, 143 Cannon Street, E.C.)

(1) This well known and widely circulated "Aid to Parents and Guardians in the Selection of Schools" has reached its fifteenth annual issue. The present edition contains no less than 1,284 pages and more than a thousand illustrations. Full particulars are given of the principal boys' and girls' schools (both public and private), preparatory schools, physical training colleges, schools of domestic science, Army, University, and Civil Service tutors, scholarships and exhibitions. In addition there are articles on the Royal Navy, the Army, the Mercantile Marine, the Civil Service, Insurance and Educational Endowments, &c.

(2) The "Guide to Continental Schools" (240 pages), seventh edition, gives full particulars of Educational Establishments and Tutors in France, Germany, Belgium, and Switzerland. The publishers are to be congratulated on the get-up of both these useful annuals.

Wild Flowers as they Grow. Photographed in Colour direct from Nature by H. ESSENHUGH CORKE, with Descriptive Text by G. CLARKE NUTTALL. Third series. (5s. net. Cassell.)

The third series merits all the praise that we gave to its predecessors, for the coloured photographs are even more beautiful. The daffodils of the frontispiece, could they be multiplied, would have satisfied Wordsworth. All except the monkey-flower (for "lutens" read "luteus") are of the commonest: but these are more suited than rarer ones for the young botanist, who will be led

on to study and dissect them for himself by Mr. Nuttall's descriptions, helped by woodcuts.

Maps: how they are Made: how to Read them. By H. N. DICKSON, D.Sc. (6d. G. W. Bacon & Co.)

The work contains valuable information which is not usually found in the ordinary textbooks. It should be in the hands of every teacher of geography.

We have received a specimen of the "Third Hand" Thumb Magnifier. This consists of a magnifying glass mounted on a special clip which can be clasped on the left thumb. This enables an article to be held, examined, and worked on under the lens, leaving both hands free for use. The magnifier does not necessitate the removal of spectacles or eyeglasses, and both eyes can be used at a reasonable distance from the lens. It is a simple contrivance which will be found of great convenience for many scientific purposes. By means of a round bar and ball joint the position of the lens may be varied. Full particulars can be obtained from "Third Hand Patents, Ltd.," 361 City Road, E.C.

MORAL EDUCATION AT THE HAGUE.

THE differences of opinion which become so obvious in England whenever the Government of the day introduces a Bill into Parliament on what is wrongly called "the Education Question," are apparently generously reflected in other countries. And what better scope for the airing of his views could the enthusiastic denominationalist or secularist find than the International Moral Education Congress, which met at The Hague from August 23 to 27? At The Hague we called the antagonists "Confessionnels" and "Non-Confessionnels," and their respective cases are emphatically and strikingly put in the papers in the First Division, which was devoted to "Moral Education and Character Building considered from any Point of View." As Mrs. W. A. L. Ros-Vrijman, F.T.S., one of the Dutch delegates, clearly states in the paper in which she asks, Is there a common base for moral education? "the great thing which fascinates at this moment those interested in moral education is the difference between those who want moral

(Continued on page 610.)

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education to be based on religion and those who want moral education to be built on modern science and philosophy." In and around and about this great question were papers from almost every shade of religious opinion—Catholic, Protestant, Greek, Moslem, Theistic, &c.—and then came a large group of Theosophists, Positivists, and other "ists," followed by the Secularists, who, in turn, were followed by an interesting group of philosophical and psychological writers. Needless to say, the authors of the papers hailed from many different parts of the globe. As many as eighteen different nationalities, we believe, were represented at the Congress.

Writing, unfortunately, on the discussion on the papers is only beginning: it is difficult to say which line of thought more closely resembles the general view of the Conference. It is easy, however, to find the most contradictory and mutually destructive views set forth in the papers, although many of the writers successfully harmonize conflicting elements and reduce to a minimum the necessary differences.

Mr. Sadler opens the ball with a vague "few words" on "Spiritual Influences in Moral Education," in which he discourses, rather finely, on the living tradition which is "more potent in its influence upon conduct and character than is the direct instruction given from the pulpit or classroom." "Its power proceeds from those secret places of the soul which lie deeper than words. . . . The tradition is a living message which individuals receive through participation in the organic life of a Christian Society. It rears its fruit in a habit of mind and is evidenced by a right course of action under the stress of inner or outward trial."

Dr. H. Bavinck, of the Free University, Amsterdam, believes that, entrusted to good hands, moral education can bring forth in the children all sorts of virtues, self-reliance, self-control, attention, industry, the feeling of responsibility, the sense of duty, the love of order, friendship, collaboration, &c. Prof. J. S. Mackenzie, of the University College, Cardiff, in some notes on a philosophical basis for moral education, is less sure of the results. There is a great deal, he says, that education cannot do. "It is doubtful whether it can very materially alter the dispositions and aptitudes with which an individual is born." It cannot, he continues, make a dunce into a genius, or a genius into a dunce. If anything, it may have a slightly better chance of doing the latter than the former, since a disposition can be more easily destroyed than

created. In like manner, education cannot be expected to produce a special aptitude for mathematics or music or philosophy in individuals who are not fitted by nature for such pursuits. Nor is it altogether reasonable to expect that it should create a generous disposition or a generous heart. "But it can certainly help," Prof. Mackenzie adds, "to develop such dispositions as are inborn in the young; and, above all, it can direct them into those channels in which they may best serve the common interests of humanity."

A practical paper on "Direct Moral Teaching" was contributed by Mr. G. Spiller, who organized the First Moral Congress held in 1909 in London. The following passage from the paper shows Mr. Spiller's method:—"The teacher, assisted by syllabuses, textbooks, and his own observations, will obtain his material from history, biography, literature, current events, the life around his own and the children's feelings and experiences, and from the various subjects of the curriculum. The method of teaching will be that common to all well taught subjects. . . . The teaching ought to (a) extend to at least the age of fourteen; (b) aim primarily at moving the will; (c) be comprehensive in scope and positive in character; (d) be drawn from reality rather than fiction; (e) be concerned with motive, thought, word, and deed; (f) deal with both habit and reflection as well as with indirect virtues and vices; (g) treat of the progress of the race; (h) inculcate a love of inanimate nature, of plant and animal life, of science and the beautiful; (i) refer to child life as well as to the stage beyond childhood; (j) be not merely or largely historical, analytical, reasoned, hortative, warning, critical, or dogmatic; (k) appeal to the imagination; (l) be conscious of man's social nature and of the active influence of habit on conduct; (m) embrace the various relationships of life rather than a miscellaneous collection of abstractions or virtues; and (n) allow for the need of a unifying idea or ideal such as manliness (consecrating oneself in gladness, sympathy, thoughtfulness, and strength of character to the service of family, profession, country, and world)."

The other divisions of the papers were: "Moral Education considered from a Social and National Point of View," "Formation of the Will," "Moral Education considered from a Practical Point of View" (a paper by Mr. Cloudesley Brereton, M.A., is notable in this section), and "Physical Training and Character Building," "Care of the Body," "National Defence," "Games," "Eugenics."

(Continued on page 612.)

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DR. M. E. SADLER ON "STATES OF MIND" IN ENGLISH EDUCATION.

SPEAKING at the Leeds Modern School on July 23, the Vice-Chancellor of Leeds University said that a witty traveller had described the United States as being "not a nation but a state of mind." Similarly, English Education (sharply distinguished in this from German) was not so much an organized system as a variety of states of mind, some reflecting ancient traditions and others new aspirations which had been stirred by the stress and stimulus of modern life. Thus four strong currents of feeling were forcing their way into English Education. One current came from those working men, relatively few in number but influential through their courage and character, who were embracing a new view of education which discarded a good deal of the old "educational ladder" theory, with its attraction of personal advancement into the better paid ranks of industry or into professional life, and was more concerned with the problem how to secure for the adult worker opportunities of study and mental training alongside of his wage-earning employment and in continued comradeship with members of his own class. A second current came from the dissatisfaction of many women with what they felt to be the habitual underestimate of their claims to be regarded as intellectually and administratively competent to bear an unpatronized part in government and public administration.

A third came from the yearning, which grew stronger in many minds as the conflict of spiritual ideals became more confused, that children should grow up into the peace of assured belief, under the wing of the Christian faith. The fourth current was a new and venturesome optimism, self-confident, insatiable in its appetite for new experiences and sensations, buoyant, swift-minded, gay but often ruthless towards the incompetent, quick but fickle in its intimacies, humorously tolerant in its judgments, stoical in danger, unfrightened of the future, though uncertain of the issues which the future might bring. This temper of mind, the spirit of the pioneer, was far commoner in the United States and in Canada than in Europe; but its strong infection had caught hold of the younger England and would have an influence in English education.

The common factor in these four states of mind was a sense of comradeship, whether in sex, or class, or in loyalty to some religious society, or in adventurous outlook upon the opportunities of life. Hence it was that those parts of our education which encouraged comradeship were at this time the most awake. In England, partly through the persistence of the medieval tradition, we were rich in resources for meeting this demand for free and varied comradeship in education. Appreciation of the value of college life in the old (and increasingly in the new) Universities; the *esprit de corps* of the Public Schools; the keenness of teachers and pupils to develop the sense of corporate life in the new secondary and in many elementary schools; the trend towards group-effort in scientific research, with some weakening of the barriers between specialisms; and the growing respect felt for the claims of religious conviction to a firm place in the organization of national education, were symptoms of a strong sense of the need for comradeship in life, and therefore in the education which prepared us for life.

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(Continued on page 614.)



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THE Elementary School Teachers (Superannuation) Bill safely passed its second reading in the House of Commons at the end of July. Mr. Rawlinson, in the discussion, pressed the President of the Board for an assurance that secondary teachers would in due course receive equal consideration, and in reply Mr. Pease said that he was looking into the question. As at present advised, he thought that only teachers in grant-earning schools could benefit. Under the Bill, the State is putting down substantially £1 for every £1 put down by the teacher, in the case of men teachers. Mr. Pease stated that he hoped to be able to contribute a somewhat similar sum in the case of secondary teachers. The question is at present under consideration by Committee at the offices of the Board of Education.

THE sixth Annual Report of the Carnegie Foundation for the Advancement of University Teaching, recently published, contains a well informed article on "The Rise of the Graduate School," "perhaps the most striking feature of University growth in the United States in the past two decades." An increase from 5,831 graduate students in 1899-1900 to 8,776 in 1909-10 is recorded. It has become a question of *amour propre* for colleges and Universities to develop this "post-graduate" work as it is known in Great Britain. Some of the consequences are open to criticism. There has been unnecessary outlay; the effect on the under-

(Continued on page 616.)

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graduate work has sometimes been unfavourable; degree-hunting has taken the place of the true spirit of research; and there is too marked a tendency to offer generous subsidies in order to attract students. The conclusion of the writer appears to be that the organization of these schools should be undertaken only by the largest and best equipped Universities.

At the annual dinner of the Old Chigwellians' Club, Canon Swallow, who has been Master of the school for thirty-five years, was presented by old pupils with a table centrepiece and a cheque by Colonel Lockwood on behalf of the Governors. His sister, Miss Swallow, was presented by ladies connected with the school with a silver rose bowl.

In the last Oxford Greats list Rugby is credited with four, and St. Paul's School with three, Firsts. Eton, Bradfield, Fettes, Edinburgh Academy, Highgate, Denstone, Manchester, and Merchant Taylors have each one First. The remaining two fell to Colonists—one from Melbourne University and one from Victoria College, Stellenbosch.

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A number of questions have been asked in Parliament on the site question. Mr. Asquith still thinks the Bedford site a good one, but admits that the question of the most suitable site is one for the Senate, and not for the Royal Commission, to decide. Some letters have appeared in the daily Press in favour of the London County Council site on the south side of the river; but, with this exception, the decision of the Senate in favour of the Foundling Hospital has been received with the silence which may be taken to imply approval.

The Royal Commission have published their fifth volume of evidence. It deals exclusively with medical education and gives the evidence presented on behalf of the Colleges of Physicians and Surgeons and other examining bodies and the London medical schools. One or two of the London schools appear to be almost moribund, partly no doubt in consequence of the alarming decrease in the number of medical students. The number of students registering in England has gone down in thirty years from 1,000 to 600. The decrease is not confined to London. Various explanations are offered, such as the competition of the engineering and other new professions, the increased length, difficulty, and cost of the medical course, and the inadequate salaries. The reorganization of medical education is beset with difficulties, financial, educational, and personal, and no gleam of light traverses the numerous pages of evidence. Owing to national insurance, new considerations will soon arise. It seems evident, however, that the Commission has done a great service to education in collecting so much useful information on a complicated question.

The following University scholarships have been awarded:—Classics—Ethelwyn M. Robinson, Royal Holloway College; R. C. Lamburn, Royal Holloway College. French—Evelyn E. Hurt, Royal Holloway College; J. Ascher, King's College. German—G. D. Millar, University College; Edna Purdie, King's College for Women. English—B. Groom, University College. Mathematics—G. H. Ince, University College; L. C. Horwill, Royal College of Science; R. G. Metcalf, King's College. Physics—L. T. Jarvis, East London College. Chemistry—S. Smith, Pharmaceutical Society's School; G. M. Bennett, East London College. Geology—K. W. Earle, University College. Botany—Ethel M. Filmer, East London College. Psychology and Logic—A. R. Nichols, University College, Reading. Economics and Political Science—Vera Powell, London School of Economics; W. Piercy, London School of Economics; T. E. Gugenheim, London School of Economics. English History—Gladys Hinde, Royal Holloway College. Arts—Evelyn E. Hurt (French), Royal Holloway College; Mabel A. Molyneux (French), Birkbeck College. Science—A. Piercy (Botany), East London College. St. Dunstan's Exhibitions:—Arts—Edith D. B. Cowlin, Forest Hill County Secondary School; Florence R. M. Flew, Mary Datchelor Girls' School; Margaret G. Phillips, North London Collegiate School. City Parochial Foundation Scholarship:—A. R. H. Cox, Birkbeck College.

ROYAL HOLLOWAY COLLEGE.—A meeting of the governing body was held at the Whitehall Rooms on Thursday, July 4. The following awards were made:—Founder's Scholarships of £60 for three years, to E. M. Clemmow (Mathematics), Mary Datchelor Girls' School; B. M. Hood Barrs (Classics), Clapham High School. Scholarships of £50 for three years, to J. M. Batson (Mathematics), St. Mary's Hall, Brighton; D. L. I. Cattermole (French, with credit for English), High School, Stroud Green; M. D. Goodwin (French), George Watson's Ladies' College, Edinburgh; E. M. Hillsdon

(Continued on page 618.)

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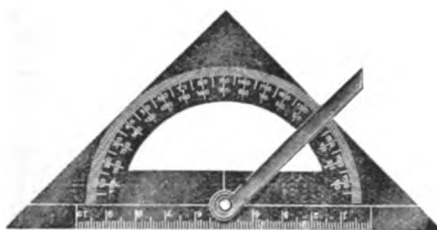
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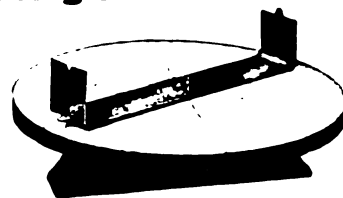
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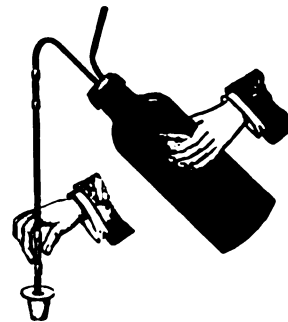
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LEEDS.

Leeds University is endeavouring to meet the need of the growing number of students who desire systematic instruction in the study of social problems and of social administration. It has just established courses of lectures, tutorial classes, and practical work in social organization and public service. The course will extend over one year and begin at the end of September. A University diploma will be awarded to candidates who complete the course, portions of which will also be open to students who are not qualifying themselves for the diploma. The diploma, which will be open to men and women, is designed to be of service to those who desire to become effective social workers, whether in a paid or voluntary capacity. The course will offer training for those who are preparing themselves for administrative work in connexion with the Public Health and Education Authorities, the Labour Exchanges, the National Insurance Commission, Charity Organization Societies, Guilds of Help, University Settlements, &c. The course of instruction is somewhat on the lines which have been successfully tried at the Universities of Glasgow, Birmingham, and Liverpool. It includes lectures and tutorial classes in Social Economics (Prof. Macgregor and Mr. Henry Clay), the Economics of Distribution (Mr. R. S. Dower), Public Health (Prof. J. Spottiswoode Cameron), the Ethics of Citizenship (Prof. Gillespie), and the History and Principles of Social Work in England, 1700–1912 (Dr. M. E. Sadler). A special feature of the course will be an attempt to give the students a working knowledge of the present public and voluntary agencies for social amelioration. To this end the co-operation of practical administrators and experienced social workers has been secured. Each student studying for the diploma will be required to devote three days in the week to practical work under experienced guidance.

In the arrangement of the course the University has received the promise of assistance from several Committees of the Corporation of the City of Leeds, from the City of Bradford Education Committee, the West Riding Education Committee, the Yorkshire Ladies' Council of Education, the Babies' Welcome Committee of the Yorkshire Ladies' Council of Education, the Bradford Guild of Help, the Leeds Charity Organization Society, the Leeds University Working Men's

(Continued on page 620.)

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WALES.

Summer schools, as the holiday courses held during the month of August are called in Wales, appear to be maintaining their popularity, as the number of teachers and others attending them is showing no sign of decrease during the present year. A good proportion of the students take their work seriously, and it is probably true that the majority do not allow the social side of these gatherings to usurp the main part of their energy and attention. The success of these schools has been due to a certain extent to the encouragement they have received from the Welsh Department and to the active support of some of the more progressive County Authorities, which in some cases award scholarships tenable at them. The oldest of these holiday schools is that held annually by the Welsh Language Association. It meets this year at

the University College of Wales, Aberystwyth, and some of the best known Welsh scholars are included in the list of lecturers, such as Sir Edward Anwyl, M.A., Prof. J. E. Lloyd, M.A., the Rev. H. Elvet Lewis, M.A. The main object of the school is to promote the study of Welsh grammar, history, and literature. It is to be noted that a fair proportion of the students have no previous knowledge of Welsh.

The Summer School at Barry is devoted to training in such subjects as brushwork, woodwork, physical exercises, &c., and there are nearly three hundred students in attendance. Mr. Alfred T. Davies, who delivered the inaugural address, suggested, as an appropriate motto for it, "An inspiration, not a demonstration." He warned the students that their main purpose in coming there should not be self-improvement or to increase their earning capacity, but that the Summer school should stand for something definite, and that it should endeavour to create itself a fame such as centres of activities in religion and in art had created, and that from this school should go forth an inspiration for something to enrich their national life. During the last thirty-five years they had been so busy setting up their educational machinery that there was some danger that our educational institutions were turning out "machine-made graduates instead of hand-made scholars." Though the adjectives used by Mr. Davies seem to have been chosen more for the sake of effect than for their appropriateness, his meaning seems to be fairly clear, and there is a great deal of truth in his criticism. For, in spite of its opportunities for cultivating art and technical work, Wales has been too negligent of them. There has recently, however, been a great revival of interest in these subjects, so that Wales may again produce great artists and sculptors who will enrich the life of the nation.

The eighth Summer School for Mining is being held at the University College of South Wales, Cardiff. Mr. Henry Davies, the Director of Mining Instruction in Glamorgan, in his introductory address, stated that they had at present over two thousand students in the summer evening classes. During the last few years over three hundred of their students had been promoted to important positions, such as inspectors of mines and managers, and he utterly repudiated the criticism of a North Country colliery owner that the South Wales coal-field was the most backward in the country in the work of technical education. Students who had been trained in the Glamorgan technical schools now held some of the most important posts in the mining world, in the Uni-

(Continued on page 622.)

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Colwyn Bay School.

The Denbighshire County Council is fully resolved that no secondary school will be established at Colwyn Bay, and by a decisive majority they have refused to sanction a proposal of the Education Committee that the Higher Elementary School at Colwyn Bay should have a pupil-teacher centre attached to it. It was contended that, if the school was empowered to admit pupil teachers, it would, to all intents and purposes, be converted into a secondary school, and that there was no reason why such pupils should not be educated at the Abergele Intermediate School, which is situated only a few miles away. The controversy between Abergele and Colwyn Bay is a long-standing one, but apparently we have now heard the last of it.

Teaching of English.

At the last meeting of the Carnarvonshire Education Authority there was an instructive discussion on the teaching of English in the elementary school, and, as the outcome, it was resolved to appoint a Committee to confer with the Principal of the Bangor College, with the view to the joint appointment of a teacher of English on the "direct method." Seven years ago the Education Committee determined that Welsh should be the medium of instruction in the early stages for all children in the elementary schools whose home language was Welsh, and inquiries have first been made as to the probable effect of this plan on the general efficiency and intelligence of the pupils. Perfidious nationalists will, no doubt, be surprised to know that not one of the head masters is prepared to suggest that any improvement is due to this great prominence given to Welsh, while a small percentage is of opinion that there has been a definite deterioration in the work of the upper standards as the result of the change. It is also to be noted that 35 out of 104 head teachers report that the children's power of expressing themselves in English has not improved, while 18 maintain that there has been a distinct falling off.

All this is very disquieting, and the Committee were acting wisely in trying to find out the remedy. Mr. D. Thomas, the Assistant Secretary for Education, ascribes the weakness in English to the inexperience and inefficiency of the teachers of the "direct method" in the schools, and to the prevalence of erroneous ideas among them on the subject. Whether this is the reason or not, the question of English

in the elementary schools is becoming increasingly vital not only in Carnarvonshire, but throughout the whole of Wales. The head masters of the intermediate schools complain bitterly and loudly that the pupils from the elementary schools, even the best of them, are sadly deficient in the power of expressing themselves on paper or orally, and that their knowledge of the most elementary facts of grammar is practically non-existent. The result is that a great deal of time has to be spent in the lower forms of the intermediate schools in the attempt to give these boys and girls an elementary acquaintance with English. The Welsh Department, which is too often carried away utterly by its patriotic feelings, might take this matter up in earnest, and bring pressure on school authorities to improve the status of English in the schools. The wholesale and indiscriminate using of Welsh as a means of teaching it has been an undoubted failure, though the Department will not be inclined to acknowledge it. The prevalent opinion among educationists of experience is not favourable to this policy, which has been adopted so persistently at Whitehall, and some change in it is now demanded.

Mr. Richard Ellis, M.A., of the National Library of Wales, has been elected to a Research Fellowship at Jesus College, Oxford. It has been awarded to Mr. Ellis in recognition of his study of the works of Edward Lhuyd and to enable him to publish the life and letters of that eminent scholar.

We regret to have to record the death of Mr. J. M. Archer Thomson, M.A., the first Head Master of the Llandudno Intermediate School. Besides being a very successful head master, Mr. Thomson was recognized as an authority on Climbing. He had performed some very difficult feats in Snowdonia. Mr. Appleby, M.A., the Mathematical Master at the Carnarvon School, has also just passed away.

SCOTLAND,

On the recommendation of the Secretary for Scotland, Mr. Ashley W. Mackintosh, M.A., M.D., has been appointed by the Crown to be Regius Professor of Medicine in the University of Aberdeen, in place of Prof. D. W. Finlay, who has resigned. Prof. Mackintosh is a very distinguished graduate of Aberdeen, both in Arts and Medicine. He also studied at Cambridge, Leipzig, and Vienna, and he has had considerable experience of hospital work as well as private practice.

(Continued on page 624.)

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In connexion with the meeting of the British Association at Dundee in September, the Senate of St. Andrews University has resolved to confer the honorary degree of LL.D. on sixteen distinguished men of science, who are to be among the visitors from foreign countries. The list includes representatives of France, Germany, Austria, Italy, Denmark, Belgium, and the United States.

Mr. Robert Dewar, M.A., Lecturer in English Literature at Glasgow University, has been appointed Professor of English Literature at University College, Reading. The Maharaja Scindia of Gwalior has made a donation of £4,000 to Edinburgh University in aid of the Lectureship in Military subjects.

Prof. Harrower, of Aberdeen University, has sent a letter to the Secretary for Scotland indicating the results of an inquiry into the condition (as regards higher education) "to which rural schools have been reduced by the policy of the Scotch Education Department." The inquiry, which was conducted by a "Committee of men prominently associated with education," undoubtedly shows that in many schools which formerly did successful work in preparing pupils for the Leaving Certificate Examination, this work has ceased. It also shows that, owing to distance from central secondary schools and the difficulties of transit, many pupils who would otherwise have taken a higher education have been prevented from doing so; that the bursaries offered by way of assistance are in many cases inadequate for the maintenance of the poorer children at the secondary centre, and that this, along with the disinclination of parents to allow their children at a critical age to live in lodgings, has also had a deterrent effect. The reply of the Secretary for Scotland, which embodies the views of the Department, practically lays the blame on the Local Authorities. The Department declares that it is quite willing to recognize higher teaching in rural schools if the Local Authorities think it necessary to provide it. There the matter rests for the present; and it is difficult to see how, under present conditions, any solution of the difficulty can be found.

The real cause of the present state of things, which is undoubtedly prejudicial to higher education in rural districts, is neither the action of the Department nor the inaction of the Local Authorities, but the defective educational system imposed by the law and the timidity of the Governments, both Conservative and Liberal, in reforming it. It may be quite true that the Local Authorities can supply higher education in rural schools if they like. But there are two more or less independent sets of Local Authorities, the Secondary Education Committees and the parish School Boards. The Secondary Education Committees administer the bursaries, which they give only to pupils who will attend a central school. This means that a considerable number of the promising pupils in rural schools are drafted to the central school. The School Boards, on the other hand, in rural districts are small bodies, having limited resources, and they have to meet large increases in rates, which are due to the increased burdens imposed on them, for purposes of primary education, by the last Education Act. In these circumstances it is not surprising that they find themselves unable to face the expense of providing higher education in their own schools for the remnant of promising pupils who, for one or another reason, are unable to go to central schools. They have a real grievance against the Government in the matter of the rising proportion of rates to Government grants, and they must economize in some way.

The problem would be solved with comparative ease if the anomalies of rating were removed by extending the areas of School Boards, if the larger School Boards were made really representative by the abolition of the cumulative vote (with, perhaps, a system of proportional representation), and if the Department were brought into closer touch with educational opinion in Scotland by the institution of advisory Councils. These were the leading features of the Education Bill introduced by the last Conservative Government. They were enthusiastically approved by the Scottish teachers of all grades, from primary to University. But the Bill was weakly dropped, for reasons having nothing to do with education, and the Liberal Government, for unknown reasons, declined to revive it, preferring to conceal the inherent weakness of the old system by patching it up. The results of this are now becoming more and more apparent, and many of the best teachers are in despair of a remedy.

IRELAND.

The chief topic of discussion in the educational world during the holiday month of August has been the scheme of **Primary Scholarships**, for primary-school children promised by Mr. Birrell in the debate on Irish Education in the House of Commons on July 31. According to present information, £10,000 has been set apart for these scholarships, which will be open to all boys and girls under thirteen years of age attending national schools, and will be allotted on the scale probably of two to each county. They will be awarded on the result of yearly competitive examination, but it is intended that the examinations shall not be by

(Continued on page 626.)

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written papers, but conducted by the National Board's inspectors, and that their aim shall be, to use Mr. Birrell's own words, "to ascertain the intellectual capacity of a boy, not to find out how much the poor creature happens to know at the moment." There will be two compulsory subjects—English or Irish and arithmetic—and, in addition, a third subject, chosen from those studied by pupils in the sixth standard, may be offered. The scholarships will be tenable for three years at secondary schools and of two kinds—at boarding schools and at day schools; the former, the value of which will be about £50, being intended for country children, the latter of the value of about £20, for children who live in towns which have secondary schools.

It is proposed that, when these scholarships expire, the holders shall be elected without further examination to county scholarships. Up to the present the County Councils have offered these on the condition that they shall be held at the National University; but Mr. Birrell considers that they should be tenable at any of the three Irish Universities and will not sanction the scholarship grant unless the Councils agree to this.

This is the only feature of the scheme which has met with opposition in Ireland. As might be expected, it is distasteful to the general body of Gaelic Leaguers, whose leaders, Dr. Hyde and others, have already raised their voices in protest. They point out that, as Irish is not compulsory for election to the scholarships, and is likely to be presented only by children from the Irish-speaking districts, those children who present English instead will probably later on shirk the "compulsory Irish" in the entrance of the National University and proceed to Belfast or Dublin Universities, acquiring an education from which all national elements are wholly absent. They regard the £10,000 offered as an insidious bribe in the interests of Anglicization, and call upon the County Councils to reject it and stick to their original intentions, the sum of £50,000 (the approximate total of the County Council Scholarships) expended on an education which shall be characteristically Irish being of more value to the country than the sum of £60,000 expended on education on purely English lines.

The debate in the House on July 31 elicited from Mr. Birrell the further statement that the Chancellor of the Exchequer has agreed to allow £40,000 for Irish

Secondary Education.

secondary education, the method of distribution to be settled by Mr. Birrell after consultation with the proper authorities in Ireland. Mr. Birrell hopes, by means of this grant, to do something to improve the condition of secondary-school teachers by the introduc-

tion of a system of registration, and further by securing that, in boys' schools, there should be not less than one registered lay assistant teacher at a minimum salary of £120 for every forty pupils on the roll, and in girls' schools one lay assistant teacher at a minimum salary of £80 for the same number of pupils, and that lay assistant teachers should be entitled to six months' notice or six months' salary in case of dismissal.

The pass lists of the Intermediate Examinations held this summer have just been published, and show that 8,276 boys were examined (744 Senior, 1,417 Middle, 3,552 Junior, and 2,563 Preparatory) and 4,305 girls (400 Senior, 772 Middle, 1,999 Junior, and 1,134 Preparatory), making a total of 12,581, or an increase of 476 over the previous year. Of these, 4,767 boys passed (57.6 per cent.), the proportion being 67.7 per cent. in the Senior grade, 58.6 in the Middle, 61.6 in Junior, and 48.5 in Preparatory; 1,083 of these passed with honours (in the three upper grades, there being no honours in the Preparatory). Among girls, 2,248, or 52.2 per cent., passed (68 in Senior, 65.7 in Middle, 48.9 in Junior, and 43.3 in Preparatory grades), of whom 539 passed with honours.

The abolition of the preparatory grade, a change which commends itself to most educationists, has, however, serious consequences for most of the smaller schools, which sent in a good many pupils for this grade and received £3. 6s. 4d. for each child who passed the examination. The Intermediate Board was of opinion that the money saved by getting rid of the examination could be appropriated to the schools as a bonus grant on inspection and thus secured to them in another way; but the Lord Chief Baron and the law officers of the Crown have stated that such action was *ultra vires*. Mr. Birrell has, however, promised to introduce, in the course of the autumn, a short one-clause Bill which will enable the Board to get rid of the preparatory examination and apply the money as they desire.

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miniscent speech afterwards, "scoring for Mr. Pease when he made 123 not out at cricket. And I received my first prize from the hand of his father, the late Sir Joseph Pease." Among the prizes were two in remembrance of Dr. Jowett's work in Birmingham. One, a beautifully bound volume, was given on the result of an election held by the boys themselves without interference on the part of the masters. It was for him who, "in the opinion of his school-fellows," had best fulfilled throughout the year these four maxims, the theme of Dr. Jowett's address two summers ago: "Play the game," "Stand up for the weak," "Show your pluck," "Work like a Trojan." Garton Major, a Fourth Form boy, was the recipient. Two votings were held. In the first the boys wrote down the names of their nominees and a second ballot was applied to the two top names. The other Jowett Prize fell to C. A. Butler, of the Sixth Form. It is in the gift of the Head Master and his staff, and goes to the boy who shows the pluckiest devotion to the interests of the school. "I wish I had been there to help with the navvying," said Mr. Pease, glancing at the Head Master's account of the "glorious audacity" of the boys in setting themselves the Herculean task of levelling the playing field. It is a splendid story; cricket has been sacrificed and half-holidays—not to speak of the Easter vacation—in removing upwards of two thousand tons of stubborn clay. Boys have worked with pick, shovel, and barrow. The work will not be complete until next year, but already it is one of the most wonderful exploits in the history of any school. Mr. Pease is a great believer in the open air for school boys. He gave certain figures which Mr. John Burns had quoted in conversation. "At a barracks in London the death-rate used to be 57 per 1,000. Open windows and athletics have reduced it to 2.5 per 1,000." The President of the Board of Education foreshadowed his policy of visiting the great cities so as to study administration on the spot. Sir George Kenrick, Birmingham's leading educationist, paid a tribute to Mr. Pease's readiness to learn and know for himself, independently of what officials might say.

CAMBERWELL, MARY DATCHELOR GIRLS' SCHOOL.—Five Entrance Scholarships have been awarded to be taken up with the new school year: two to girls under fourteen and three to girls under thirteen years of age. The Coventry Scholarship (£15 for one year) has been won by Cecilia Fox, and the Senior Clothworkers' Scholarship, of the same value, has been awarded to Agnes Thorne. Gladys Percy, Dorothy Pascoe, and Doris Meakins have been granted exhibitions of the value of £60 to the Datchelor Training College. Datchelor Scholarships—

value £10 a year and free tuition in the school for two to three years—have been won by Esther Woolley, Muriel Harris, Ruth Wigner, and Ida Wills. Edith Clemmow has won a Foundation Scholarship of the value of £60 a year for three years at the Royal Holloway College, in mathematics; she has also been awarded by the Clothworkers' Company, Governors of the school, a Hitchins Scholarship, worth £50 a year for three years, tenable at Holloway. Rosalie Flew has won a St. Dunstan's Exhibition for Arts, value £60 a year for three years. Marie Mackie has gained First Class Honours, with four Distinctions in the Cambridge Higher Local Examination in Languages, and the Governors have granted her also a Hitchins Scholarship of £50 for three years, tenable at Girton College. Miss Hilda Lett, the well known violinist, pupil of Leopold Auer, has accepted the post of teacher of the violin in the Datchelor School. Miss Fitch, who has been head of the pianoforte work of the school since 1881, has resigned, to the great regret of the Head Mistress and staff and of present and former pupils. She is being succeeded by Miss Hailstone, L.R.A.M., who has for many years been her able second mistress. Miss Eleanor Trice, assistant kindergarten teacher, has left to be married, and Miss Jessie Doherty (National Froebel Union Higher Certificate) has been appointed her successor. Four of the senior girls have passed the Inter. B.A. Examination, London. Three have gained Higher School Certificates, one in Honours. Twelve girls have gained the Senior School Certificate, all but one with Distinctions, and nine of these have matriculated. Forty girls (out of forty-two entered) have gained Junior School Certificates, seven in Honours and sixteen with Distinctions. Daisy Connolly won the fifth place in the last examination for women clerks in the Civil Service, and fifteen of the Secretarial Class formed a year ago have done satisfactorily in the examinations of the Society of Arts (Stage II, Intermediate). Twenty-two girls have passed the Oxford Senior, twelve in Honours. The prize distribution took place on June 12, the prizes being given by Mrs. J. G. Fitch, wife of the Master of the Clothworkers' Company. The Master presided, and, in the course of the afternoon's proceedings, presented the school with a beautiful mezzotint engraving of one of the best of Sir Joshua Reynolds's portraits. A novel incident of the day's proceedings was the awarding of special prizes for musical compositions. These also were the gift of the Master, who had offered £5 to the girl who should do the best piece of work. Dr. Ralph Dunstan, Mus.Doc. Cantab., adjudged the compositions sent in, and advised the dividing of the prize between

(Continued on page 630.)

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PRINCIPAL warmly recommends Swiss lady as LANGUAGE MISTRESS, Barrister's daughter. French (France), German (Germany), Music, Painting, Dancing, Drill, Outdoor Pursuits, Needlework.—773 F. HOOPER'S, 13 Regent Street, London. Many highly qualified Teachers.

INSTITUTRICE française, brevet supérieur, grande expérience et aptitude pour l'enseignement, Latin. Succès obtenu par ses élèves aux examens. Références. Désire situation dans collège ou excellente école anglaise. Inutile au dessous £40. Address—No. 9,429.*

FRENCH MISTRESS, experienced, wants more work. Coaches for all public examinations. English and French Diplomas. Excellent references.—Miss MORIN-COX, 315a West End Lane, Hampstead, N.W.

AS MATRON or HOUSE MISTRESS.—Norland trained Lady Nurse desires engagement. Thoroughly understands health, good Needlewoman, Musical, French (abroad).—208 N., HOOPER'S, 13 Regent Street, London. Others (also Domestic Science Mistresses). Introductions gratis.

MUSIC MISTRESS, L.R.A.M., desires Visiting Engagements in Schools. Piano, Violin, Harmony. Preparation for Examinations. Winner of several Prizes and Scholarships.—LICENTIATE, 19 Aubert Park, Highbury, N.

PROFESSOR OF LANGUAGES (Ph.D. Staatsprüfung, &c.) seeks post as Modern Language Master in first-rate School. French, German, Italian, Roumanian, Latin, Greek: fluent English. Age 28.—SOUTH OF ENGLAND SCHOLASTIC AGENCY, Woolston, Southampton.

A.R.C.M. desires post in School as Resident JUNIOR MUSIC MISTRESS. Piano, Theory, Harmony. French and German acquired abroad. Experience 3½ years. Salary £30-35.—HENZELL, Neuenheim, Parkstone, Dorset.

M.A., Mod. Langs., desires post as School Secretary. Good Hockey, Tennis, Fencing. Willing to assist with Games and possibly with a little teaching. Two years' experience.—M.R., Bird Grove, Coventry.

ROYAL DRAWING SOCIETY'S TEACHER-ARTIST CERTIFICATE (Ablett Method).—Students successfully prepared for necessary examinations personally or by correspondence.—Miss FIENNES-CLINTON, A.R.D.S., 4 Northcote House, Hampstead.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, *The Journal of Education* fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

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Offices: 34 Bedford Street, Strand; and 22 Henrietta Street, Covent Garden, London, W.C.

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Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of September Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 633.

SOHOLASTIO.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

A List of September Vacancies will be forwarded to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 576 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

LADY GRADUATE seeks Visiting Engagements in or near London. German (residence abroad), Classics, Greek and Roman History. Address—No. 9,432.*

GYMNASTIC AND GAMES MISTRESS requires post in September. Fully qualified, Diploma, Swedish, Gymnastics, Games, Swimming, Experienced. Address—No. 9,434.*

TRAINED experienced HEAD MISTRESS requires post in September in Private School. South preferred. History, Geography, Literature, English, Games, Drill.—CLAYE, Mile End House, Stockport.

WE.L.L recommended French Lady (Brevet Supérieur), fluent German acquired abroad (Hanover), seeks post in School or Family. All English subjects.—Mlle, 71 St. Michael's Road, Aldershot.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

STUDENT-TEACHER (Resident)

wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

WANTED, STUDENT, to train

under first-class Kindergarten Mistress for N.F.U. Certificates. Small premium. Address—No. 9,286.*

VACANCY, next term, in large

Girls' Boarding School for Student wishing to prepare for Cambridge Higher Local Examination or London Degree, or Froebel Examinations. Premium. Address—No. 9,403.*

FRANCE.—Gentlewoman required

as GOVERNESS, Boys 7-10. Thorough English, French, good Music (sight reader for Accompaniments). £75.—HOOPER'S, 13 Regent Street, London. Other Vacancies British Isles, Germany, Italy, Spain, Brazil, Denmark, Austria. No booking fees. Stamp. Established 1881.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.—Wanted, to begin work on 1st February, 1913, a KINDERGARTEN MISTRESS, Higher Certificate N.F.U., who can undertake the instruction of Students in training, and teach drill. Ability to organize games desirable. Salary £90, £100, and £110 in three successive years with board and residence, holidays included if desired. Passage out paid. The School is a Boarding and Day School under a Committee. Apply, by letter, with copies of testimonials (which will be returned after the appointment is made), names of personal referees and full particulars as to age, religious denomination, qualifications and experience, to Mrs. STEWART, 14 Carlton Street, Edinburgh.

AUSTRALIA.

TEACHERS' CENTRAL REGISTRY,

UNDER THE DIRECTION OF A COMMITTEE OF

THE TEACHERS' GUILD OF NEW SOUTH WALES.

MEN and WOMEN Graduates and other qualified teachers willing to come to Australia are invited to forward full particulars of their qualifications and experience, with copies of testimonials, to the Registrar,

Miss GARRAN,

Equitable Building, Sydney, N.S.W.

Salaries for Resident MASTERS range from £100 to £300, for Resident MISTRESSES from £70 to £150.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

GOVERNESS-STUDENT wanted

in good School. Preparation given for Higher Examinations, Matriculation, or in Music for L.R.A.M. Address—No. 9,420.*

ASSISTANT MUSIC MISTRESS,

resident, wanted (Matthay system preferred). Send full particulars, references, age, experience, salary required, to Address—No. 9,421.*

SOUTH AFRICA.—Required fully

qualified lady as Teacher of MATHEMATICS and BOTANY. Age 25-30. Churchwoman. High School experience necessary. Apply for details as to salary, passage, &c., to EDUCATION SECRETARY, 23 Army and Navy Mansions, Victoria Street, S.W.

MISTRESSES REQUIRED,

(LONDON) High-class School Head. English, with Degree and Good Certificate, Mathematics, History, Modern Geography. £65.—(SOMERSET) Music, L.R.A.M., £50.—(LANCS.) Certificated Kindergarten, £30.—HOOPER'S, 13 Regent Street, London. Many other Vacancies. No booking fees. Stamp. Established 1881. Schools recommended and transferred. Expert advice gratis. Absolutely no charge to Purchasers.

GLAMORGAN COUNTY COUNCIL EDUCATION COMMITTEE.

CAERPHILLY NEW HIGHER ELEMENTARY SCHOOL.

Applications are invited for the following posts:—

- (1) Trained Certificated SENIOR FORM MISTRESS. Salary £110 per annum, by £5 annual increments, to a maximum of £130 per annum.
- (2) INSTRUCTOR OF WOODWORK AND METALWORK. Salary £110 per annum, by £5 annual increments, to a maximum of £140 per annum. Where the person appointed is recognized as Certificated by the Board of Education and has some experience in Secondary Schools as a teacher or scholar in addition to the above mentioned qualifications, the maximum salary will be £150 per annum.
- (3) INSTRUCTRESS IN HOME MAKING. Salary £85 per annum, by £5 annual increments, to a maximum of £110 per annum. Applicants must hold a first-class Triple Diploma in Cookery, Laundrywork, and Housewifery, and in addition one Certificate in Domestic Handicraft. The person appointed must undertake to obtain within two years the double Certificate in Domestic Handicraft, and on this being obtained the salary will be advanced by £5. Past service under any other Authority as such teacher up to two years will be allowed in ascertaining the initial salary to be paid.

Canvassing of members of the Committee either personally or by letter will be deemed a disqualification, and letters written in recommendation of candidates will be considered to have been written with their knowledge and sanction unless they can satisfy the Committee to the contrary. This condition will be strictly enforced.

Applications on forms, which will be supplied on receipt of a stamped addressed foolscap envelope, must reach the CHIEF EDUCATION OFFICIAL, County Hall, Cardiff, not later than Monday, September 23rd, 1912.

August 19th, 1912.

UNIVERSITY OF LONDON.

The Senate invite applications from persons of either sex for the post of UNIVERSITY READER in HISTORY, tenable at King's College for Women. The salary will be £300 per annum.

Applications (twelve copies), together with the names of not more than three references, must be received not later than first post on Saturday, October 19th, by the ACADEMIC REGISTRAR, University of London, South Kensington, S.W., from whom further particulars may be obtained.

HENRY A. MIERS, Principal.

UNIVERSITY OF LONDON.

The Senate invite applications for the post of UNIVERSITY READER in ENGLISH LANGUAGE AND LITERATURE, tenable at King's College for Women. The salary will be £300 per annum. Applications (twelve copies), together with the names of not more than three references, must be received not later than first post on Saturday, October 19th, by the ACADEMIC REGISTRAR, University of London, South Kensington, S.W., from whom further particulars may be obtained.

HENRY A. MIERS, Principal.

BOROUGH ROAD TRAINING COLLEGE, ISLEWORTH.

The Council of the British and Foreign School Society begs to announce that consideration of the applications for appointment as RESIDENT PRINCIPAL of BOROUGH ROAD TRAINING COLLEGE has been postponed until November. Any further applications should reach the SECRETARY of the Society not later than November 1st.

The salary offered is £600 per annum, with house, free of rent, rates and taxes. Candidates must hold a University degree with honours.

Forms of application may be obtained, by forwarding addressed foolscap envelopes, from the Secretary of the Society, to whom, at the address given below, applications, with printed or type-written copies of not more than four testimonials (preferably on foolscap paper), should be sent. Personal canvassing will disqualify the applicant. The new Principal will be expected to take up his duties immediately after Christmas.

W. PRYDDERCH WILLIAMS, Secretary.
British and Foreign School Society,
114 Temple Chambers, London, E.C.

TO ASSISTANT MISTRESSES. SEPTEMBER AND OTHER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH AND OTHER VACANCIES.

Australia.—Required in January next a **Classical Mistress** for important School. Salary £180 to £200 non-resident. Passage paid.—No. 814.

Form Mistress for Endowed School near London. To teach Mathematics principally. Salary £80 with board, rooms, and laundry.—No. 831.

Science Mistress for Grammar School. Chemistry, Physics, and Mathematics. Salary £120 non-resident.—No. 823.

Assistant Mistress for high-class School. Good English and Modern Geography. Boarding School experience essential. Fair salary. resident.—No. 817.

Senior Mistress to take charge of the Girls' Department in important Grammar School. Must be able to take the French throughout the School. English and Needlework. Graduate desired. Salary £120.—No. 825.

Assistant Mistress for Grammar School. French and History principal subjects. Salary £110 non-resident.—No. 822.

Graduate for Boys' Preparatory School. Latin, Greek, Mathematics, and Geography. Salary about £50 resident.—No. 672.

Experienced Mistress for important Training College to teach Swedish, Educational, and Medical Gymnastics. Salary £60 resident.—No. 634.

Science Mistress for High School. Botany and Physics. Churchwoman desired. Salary £50 resident.—No. 659.

200 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

60 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications, &c., should be stated.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 576 for brief particulars of some of the Schools. Messrs. Griffiths, Smith, Powell & Smith now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

MISTRESS, Classical (Resident), wanted in January for MINISTERS' DAUGHTERS' COLLEGE, EDINBURGH. Applicants must have University qualifications, training, and some experience. Salary to begin at £65 rising to £100 by increases of £10 every 3 years with board and laundry. Apply—ARCHD. LAGOWIE, C.A., Hon. Secretary, 19 Melville Street, Edinburgh.

MERTHYR TYDFIL EDUCATION COMMITTEE.

DIRECTOR OF EDUCATION.

Wanted, a DIRECTOR OF EDUCATION for the County Borough of Merthyr Tydfil. Applicants must have had experience of Elementary, Secondary, and Technical Education, and be the holder of a Degree from a British University.

Salary £350, increasing by £20 a year to £450 per year.

A statement of duties, together with a form of application, may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope. Application forms to be returned not later than 10th September next.

Canvassing Members a disqualification.

Town Hall, Merthyr Tydfil.
19th August, 1912.

E. STEPHENS,
Clerk.

AN educated Girl wanted as a STUDENT-TEACHER in a good modern Private School, near London. Advantages as desired are offered in return for a little help with juniors. Premium £5 per term. — B., 79 Palmerston Road, Bowes Park, London.

DERBY EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR BOYS.

An ASSISTANT MASTER (Graduate) well qualified to teach English and History is required at the above School. He must be prepared to assist in the general work of the School and to help with Games, &c.

Commencing salary according to qualifications and experience. The salary rises by annual increments to £200 per annum. Applications, with copies of testimonials of recent date, to be sent to the undersigned.

Education Office,
Becket Street, Derby.
August 19, 1912.
WILLIAM COOPER,
Secretary.

KING WILLIAM'S COLLEGE, ISLE OF MAN.

The Trustees will require the services of a HEAD MASTER to enter upon his duties in January next. Salary £600, with a capitation fee of £5 per boy, for all boys over 100 there are about 100 boys now in the School. A residence is provided, but no Boarders are taken by the Head Master.

Candidates, not necessarily in Holy Orders, must be members of the Church of England and Graduates of a University in the British Isles in high Classical or Mathematical Honours.

Applications, with eight copies of testimonials, must be forwarded to the undersigned before Friday, November 1st.
Castletown, Isle of Man. G. J. COCHRANE,
Secretary to the Trustees.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

REQUIRED, for the Government
Girls' High School, Queenstown, Cape Colony, an ASSISTANT MISTRESS, to take Botany, some Chemistry, Nature Study, and also Geography if possible. Degree (or Oxford or Cambridge equivalent), training, and experience essential. Salary £180, of which £40 is deducted for board and residence in the school boarding house. Passage out paid on a three years' agreement. To sail end of December. Apply, giving full particulars—age, education, experience, &c.—to Miss GRUNER, 59 Cambridge Street, Hyde Park, W. Only suitable applications acknowledged.

CUMBERLAND EDUCATION COMMITTEE.

BRAMPTON COUNTY SECONDARY SCHOOL.
Wanted a MASTER to teach Chemistry, Botany and Mathematics. Good degree and experience in Secondary Schools essential. Commencing salary £150 per annum. Full particulars and official application forms may be obtained from the Head Master, Mr. H. W. COLEMAN, M.Sc., Secondary School, Brampton, Cumberland. Applications will be received up to September 14th.

BISHOP'S STORTFORD TRAINING COLLEGE.—Wanted, end of September, a JUNIOR LECTURER, to assist the Principal and the Mistress of Method. Salary £60 and board. Apply—PRINCIPAL.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the position of ENGLISH MISTRESS at the London County Council Paddington Technical Institute, Saltram Crescent, W. Salary £120, rising to £180 by yearly increments of £6. The services of the successful applicant will be utilized mainly in the Trade and Domestic Economy Schools at the Institute.

Applications must be on the official forms, to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by Thursday, 26th September, 1912. Every communication must be marked T.1 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,
Clerk of the London County Council.
Education Offices,
Victoria Embankment, W.C.
17th July, 1912.

CAPE COLONY.—GOOD HOPE

SEMINARY.—Wanted, January 1913, ASSISTANT MISTRESS to teach Classics and English Literature to Matriculation standard. Degree and good experience essential. 330 pupils in School. Salary £150 Resident. Passage paid, three years' agreement. Apply by September 12th to REGISTRAR, Joint Agency, 74 Gower Street, London, W.C.

WANTED, JUNIOR FORM

MISTRESS, Froebel or Higher Local Certificate, to take charge of Form I. Games desirable. Salary according to experience.—Apply HEAD MISTRESS, County High School, Sale, Cheshire.

WANTED, next Term, mornings
only, in high-class Dual Preparatory School, a trained, responsible ENGLISH MISTRESS. Other subjects: Latin, Arithmetic, Drill, or Piano Accompaniment. German desirable. Must be enthusiast and fond of children. Suitable for lady of small means wanting interest. Salary £40, including dinner. Apply—PRINCIPAL, 38 Gloucester Street, S.W.

J. & J. PATON, 143 CANNON STREET, LONDON, E.C., undertake Advertising for Principals of Schools. Estimates on application.

CHESHIRE COUNTY COUNCIL.

HYDE COUNTY SCHOOL

Wanted, for the newly erected County Secondary School (140 Boys and Girls), HEAD MASTER, who must be a graduate of a University in the United Kingdom or have an equivalent qualification approved by the Board of Education.

Commencing salary £300 per annum. Apply with qualifications, experience, age, and copies of recent testimonials to the CLERK to the GOVERNORS, Education Office, Hyde, before September 21st.

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By **FRANCIS STORR, B.A. Camb., Officier d'Académie,**

Occasional Inspector to Board of Education, Scottish Education Department, and Central Welsh Board; Examiner to: Oxford and Cambridge Joint Board, Cambridge Higher Locals, Scottish Education Department, Civil Service Commission, University of London, &c., &c.

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Price One Shilling.

HINTS ON FRENCH SYNTAX.

[May be used with advantage with **any** French Grammar.]

The following appears in

LE COURRIER: Bulletin de l'Institut Pédagogique International,

dated March 30, 1912:—

L'auteur disait dans la Préface de la 1^{re} édition: « Mon but a été non de développer, mais d'alléger l'étude de la syntaxe. » Le succès de l'ouvrage, dont on donne la 8^e édition, prouve évidemment que ce but a été atteint.

Les « notes sur la syntaxe » de M. Storr, remarquablement claires et précises, peuvent rendre de grands services non seulement aux Anglais qui apprennent la langue française, mais aussi aux Français qui étudient l'anglais. Nous n'hésitons pas à les recommander aux uns et aux autres.

London: **WILLIAM RICE, 3 Broadway, Ludgate Hill, E.C.**

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Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,

SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for the Autumn Term should apply *without delay* to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a number of SEPTEMBER VACANCIES, which are still open, and for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates:—

[All the vacancies are for next term except when otherwise stated.]

ENGLISH AND GENERAL FORM MISTRESSES.

Assistant Mistress in January, for Secondary School in the West Indies, to teach Latin and English. Degree or equivalent, or good Higher Local Honours. Experience. Non-res. £120 to £130 with furnished rooms and passage.—A 31378.

Assistant Mistress for Church of England High School in Surrey, to teach German, Geography, English History, and some French. Degree and experience and Churchwoman essential. Non-res. £105 to £110.—A 32701.

Assistant Mistress for County High School in London, to teach Geography and Mathematics. Non-res. £120 to £150.—A 32343.

Junior English Mistress for high-class Boarding School on South Coast, to teach Junior English, with elementary Mathematics or Nature Study. Higher Local or equivalent. Private School experience preferred. Res. £45 to £65.—A 32296.

Assistant Mistress for high-class Day and Boarding School near London, to teach English subjects with Geography, Latin, and to take charge of Forms III and IV. Experience. Res. £35 to £40.—A 32301.

Senior Assistant Mistress in January, for mixed Secondary School in Yorkshire, to teach Geography and English, and to be responsible for the Girls' side. Degree and good Secondary School experience essential. Non-res. £150, increasing to £180.—A 33158.

English Mistress for County Secondary School in Wales to teach English Language and Literature, with Junior History. Drill, Needlework or Singing a recommendation. Degree with experience or training. Non-res. £100, increasing to £130.—A 33099.

Assistant Mistress for mixed Secondary School in Wales, to teach general subjects and Needlework. Degree in Arts essential. Non-res. £120.—A 33084.

Assistant Mistress for high-class Private School in Canada, to teach History and general subjects. Good qualifications and experience. Res. £100 and passage.—A 33155.

English Mistress for middle class Boarding School on South-East Coast, to teach English subjects to Senior Local Standard. Good experience. Churchwoman. Res. about £50.—A 31374.

Commercial Mistress for large Day School in London, to teach Shorthand, Typewriting, Book-keeping, Business Correspondence, &c. Some certificate, experience and Churchwoman essential. Res. £45 to £50.—A 33025.

Assistant Mistress to take charge of a Junior School in the West Indies. Good qualifications, experience and games essential. Res. £100, with rooms, capitation fees and passage.—A 32927.

English Mistress for good class Boarding and Day School in Scotland to teach English, Mathematics and Latin. Degree essential. Res. £50 to £55.—A 33041.

English Mistress for high-class Private School on South-East Coast. Good qualifications and Boarding School experience. Res. £30.—A 33071.

Assistant Mistress for Private School on Welsh Coast to teach English for Preliminary Local and Geography and Composition to Senior Local Standard. Some Latin, with Botany or Nature Study. Higher Local Certificate or equivalent. Churchwoman. Experience. Res. £40 to £45.—A 29411.

Assistant Mistress in January for small Day and Boarding School in Scotland. History, Latin and Mathematics to Senior Local standard, with Botany or some other Science, and elementary French. English Degree. Churchwoman. Res. £50 to £60.—A 33055.

MATHEMATICAL AND SCIENCE MISTRESSES.

Assistant Mistress for Public Secondary School in South Africa, to teach Botany to Matriculation standard, Junior Latin, English Grammar, and Scripture. Nonconformist and good experience essential. Res. £110 to £120 and passage.—A 30510.

Science Mistress for Public Secondary School in Wales. Botany, elementary Science, modern Geography. Degree with Secondary Training or experience. Non-res. £110 to £120.—A 33211.

Science Mistress for Co-educational School in the North of England, to teach Chemistry and Geography to Senior Oxford Local standard, with Nature Study and elementary Physics in Lower Forms. Degree with some years' experience essential. Res. £80 to £90.—A 31838.

Mathematical Mistress for small High School, with Modern Geography. Res. £35 to £45, with time for study.—A 33078.

Science Mistress for Private High School to teach Botany and elementary Physics. Some Science Degree or equivalent. Res. £50.—A 32533.

Science Mistress for Private High School in Ireland to teach Botany, with elementary English and Mathematics; Games. Degree or equivalent. Res. £50.—A 32329.

Mathematical Mistress for Private School in Western Canada to teach Mathematics to Trigonometry and some Physical Science. Res. £75 to £80 and passage.—A 31157.

Assistant Mistress in January for Private Boarding School in the Midlands to teach Botany, with Geography on modern lines and elementary English. Experience. Res. £45 to £50.—A 31517.

MODERN LANGUAGE MISTRESSES.

Assistant Mistress for mixed Secondary School in the Midlands, to teach French and English. Degree in these subjects, with experience or training. Non-res. up to £140.—A 32520.

French Mistress for Public Day School near London to teach advanced French acquired abroad to candidates preparing for Intermediate Arts. Degree and good experience essential. Non-res. £100.—A 32928.

French Mistress for important Public School in the West of England, Oxford or Cambridge Honours or London Degree desired. Geography a recommendation. Non-res. £120 to £125, increasing to £150.—A 33096.

Assistant Mistress for Public Secondary School in Midlands, to teach good French (direct method) and some English Literature. Degree or good Higher Local with Secondary Training or experience. Non-res. £110 to £120 increasing.—A 33189.

KINDERGARTEN AND JUNIOR FORM MISTRESSES.

Junior Mistress for County High School in the North-west of England to take charge of Form I and Transition Class. Froebel or Higher Local Certificate and experience with young children essential. Non-res. £60.—B 31397.

Kindergarten Mistress for small high-class School near London for children from 6 to 10. Training and good experience essential. Res. £30 to £40.—B 31462.

Kindergarten and Art Mistress, with Drilling, for Public Secondary School in Cambridge-shire. Non-res. £90.—B 31005.

Kindergarten Mistress in February for Public Day and Boarding School in South Africa, able to train students and to teach Drilling and Gymnastics. Higher N.E.U. Certificate essential. Res. £90 to £110 with passage.—B 32876.

ART MISTRESS.

Art Mistress for Private School in Yorkshire, to teach Abert's Drawing in preparation for examinations, and Painting, with some other subjects. Res. post, fair salary.—B 31624.

MUSIC MISTRESSES.

Music Mistress for first-class Private School on South-East Coast, able to take advanced pupils and prepare for all examinations. First-rate qualifications and experience essential. Res. £60 to £70.—B 33111.

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REWARDS AND PUNISHMENTS IN EDUCATION.

THERE is nothing perhaps so difficult in the education of children as to determine the principles on which rewards and punishments depend. Moreover, when the principles are determined, they have to be applied to particular cases, and very often difficult questions arise that might well test the capacity of a judge. Indeed, the teacher is often enough tempted to ask whether the whole idea of rewards and punishments is not wrong; whether pupils ought to be stimulated or deterred by a system which offers insuperable difficulties and generally involves substantial injustice. He might further inquire, in the event of a schoolmaster arising who has discovered the sound principles on which rewards and punishments should depend, and who also possesses the highly trained mind that can apply those principles, whether it is good for the child to be precipitated into goodness and haled back from the precipices of evil by artificial means; whether it is wise to teach a child that it pays to be good and does not pay to be naughty. The teacher might reasonably argue: "All this is a confession of failure. If the child had been properly trained, it would not need inducements to keep it in the right path. I have to reward and punish my classes because it is necessary to counteract other influences, both past and present, over which I had and have no control." He might even go further, and say: "Many false views about this life and about the life to come, about economics and religion, are due to the false notions that school ideas about rewards and punishments have put into the head of the child at his or her most receptive age."

That there is a great deal of truth in this position it would be difficult to deny. Yet it does not state the whole case. It evades certain facts of human nature. Man is, very largely, a creature of discipline and an imitative creature, on the one hand, while, on the other hand, each individual man is highly differentiated from all other men. These facts really supply an explanation of the further fact that, both in religion (in all religions almost without exception) and in daily affairs, all ages and times in some considerable measure have applied the stimuli of rewards and punishments to human life.

The high differentiation of one individual human being from another—in other words, the specific personality of each individual—results necessarily in powers of the most diverse kinds which the will to produce or the desire to act brings into operation. The imitative faculty is operating at the same time, with the result that one individual imitates by means of different powers the results produced by another individual. Thus competition inevitably arises. This competition between man and man is something that does not occur among non-ratiocinating animals. There is, of course, competition among these animals, but this is due almost exclusively to sex questions or questions of sustenance. With man there is also this other form of competition indicated above, which is due exclusively to the high differentiation of individuals coupled with the sense and power of imitation.

The susceptibility of man to discipline—which probably arose in the course of long ages from the need that men had to combine with one another and to suppress themselves as individuals in the struggle for race-preservation against innumerable foes—made and makes education possible. The desire or the power to compete, if subjected to discipline, obviously opens whole vistas of progress. But discipline has to take into account marked personalities of very varying powers—some volatile, some sluggish, some rebellious to authority, some with little hold on universal traditions of conduct, some with unstable powers, some with little, some with intense continuity of purpose. Yet these various personalities are all susceptible to discipline, and, if once the moulding force of discipline is at work, it will enable the imitative sense to operate and to win from the other children and from the teacher the maximum (for that individual) of those communicative blessings which we connote by the word "edu-

cation." Consequently the teacher has to analyse the meaning of discipline and the nature of the sanctions that will appeal to and awaken the sense of discipline in each child.

Before attempting such an analysis it will be convenient to consider some historical aspects of the question. The first and most obvious fact of history in this connexion is the use of the rod or birch in school. In the Roman schools discipline was enforced by means of the rod with terrible severity. In that period of civilization physical punishment played a great part in social life. The rod lay in pickle to enforce the performance of duties by all persons of imperfect status, whether they were wives or children, clients or slaves. This tradition survived into modern times, and it is not so many years since our law books contained the proposition that it was legal to control a wife with moderate and reasonable correction. The physical punishment of dependants, slaves, apprentices, and children remained the law throughout Europe into modern times. I imagine that it is still legal to correct apprentices with the rod in England, while parents, guardians, tutors, and schoolmasters have still the right and the will to whip the children committed to their care. The physical punishment of adults is now very rare in England since the abolition of flogging in the Army and Navy, but it still survives for certain offences; while in some parts of the Continent, and especially in Russia, the flogging of servile persons is part of the system of society. The history of the birch in English schools is very familiar. Our earliest reference to education—a sixth century Welsh canon—deals with the use of the rod upon boys under fifteen years of age. Throughout the Middle Ages the schoolmaster enforced his discipline with the rod, and the practice ever grew in severity. In the Elizabethan age the educational theorist protested against the practice without the least effect, and our educational system died down in the eighteenth century to the sound of the swish and the wail. Even to-day those schools that maintain the historic continuity of English education also maintain the use of the rod. Whether Westminster, Winchester, and Eton find the rod or swish a real necessity of discipline I do not know; but they maintain the ancient tradition of Rome, and half a century ago they maintained it with a sanguinary ferocity worthy of the late seventeenth century.

In the sixteenth century, our modern theory with respect to physical punishment came to birth. Montaigne, in his protest against the abuse of the rod, wrote: "How much more decent it would be to see their classes strewn with green leaves and fine flowers than with the bloody stumps of birch and willow! Were it left to my ordering, I would paint the school with the pictures of Joy and Gladness, Flora and the Graces, that where the profit of the pupil is, there might their pleasure be also." Three centuries later we find (when physical punishment was doing its best or its worst in the schools for the upper classes) a school in England for the very poorest of the population which deliberately and successfully dispensed with physical punishment. In the Borough Road School in 1827 we are told that punishment by ridicule took the place of the rod:

The idler and the sluggard would be rocked in a cradle by a little girl. Shackles or logs would be applied to legs. The laggard would be tied to a desk. Bad boys were yoked together and made to walk backwards. The very doubtful were put into a basket and hoisted up by a rope to the lofty ceiling. During my time [writes old Mr. Bonwick, a schoolfellow, at this school, of Mr. Cornwell, the geographer] a dirty arrival would be washed by a girl sent from the other School, to our amusement.

Before dealing with the questions of principle contained in the remarks of two such very different persons as the Seigneur de Montaigne and Mr. James Bonwick, of the Borough Road School, it will be useful to consider certain other historical matters. Punishment was not the only means of discipline provided by the early teachers. A more notable method was the method of stimulus by competition. It took the form, both in the schools and the Universities, of Disputations. Our earliest knowledge of curriculum in the schools of London is an account by Fitzstephen, in the twelfth century, of the competition among London schools by means of Disputations.

School was set against school, in oral struggle, in subjects of the Trivium and Quadrivium. These Disputations are worthy of reflection on the part of the educational theorist. They made each school responsible for a certain standard of scholarship; they made each scholar feel that the honour of the school depended on his individual effort; they created that *esprit de corps* which is the most notable feature even to-day of English public-school life. Disputations, whether in the school or the University, were an ideal method of securing discipline, and when the method died out in the mid-seventeenth century English education was indeed the poorer. Something of the method lingered on in the form of *viva voce* examinations into our time, but now this is practically no more. We see historic remnants of the ancient educational method in the words Tripos and Wrangler, but the stools have become straightbacked chairs and all the wrangling is done on paper so far as the University authorities are concerned.

Another method of stimulus by competition was the introduction of the scholarship system in the twelfth century or thereabouts. The poor scholar often enough begged his way to the University and begged his way home again, and lived largely on charity or by his wits in the Universities unless he was a member of an adequately endowed house. But the introduction of scholarships tenable at schools or at the Universities by pious donors, and later by the gilds, created a stimulus to learning and fostered the sense of competition both between individual scholars in schools and between separate schools. This is not the place in which to trace the history of scholarships, but in days when the scholarship is once again taking an all-important part in the education of the poor, it is well to remember that, as an educational method, it is a gift of the great medieval period when the schoolmen were the famous pioneers of civilization. Prizes in our modern sense are, I believe, quite a modern invention. It is, of course, true enough that in early times we find teachers advocating pleasant little stimuli for good little people. Thus in Corderius we find that when a very small person has of his own good will before breakfast done an excellent Latin lesson, the master says: "Come, follow me; I will give you something that is good because you have done your business well. What is this?" "White bread and dried figs." "Count them." "Oh, pretty little boy! now get your breakfast at your own leisure." Sarah Lloyd, the schoolmame of the early eighteenth century, the schoolmistress of the poet Shenstone, after well thrashing her little charges—

Till fear has taught them a performance meet—
turns to "the well known Chest"

Whence oft with sugar'd cates she doth them greet,
And ginger-bread y-rare, now certes doubly sweet.

But I am not aware that there was any system of school prizes as a regular part of an educational system much before the eighteenth century. The earliest University prize now in existence is the Seatonian Prize, founded at Cambridge in 1741, and from that date onward the foundation of prizes became usual. I fancy that the system of giving prizes as a regular school institution began in the late seventeenth or early eighteenth century. Whether the system has justified itself is a more general question, which requires consideration, but for the moment one is tempted to doubt the efficacy of a method of stimulus that does not seem to have had any form of sanction from ancient practice.

We are now in a position to consider somewhat in detail the question of discipline. Rightly or wrongly, all teachers and theorists of whom we have any tradition or from whom we have considered opinions have felt that the *magister* in relation to his disciples must be able to wield stimuli that are independent of the knowledge that it is part of his business to communicate. To some, to perhaps a majority of schoolmasters, discipline has meant something of a military character, and has been enforced by militant methods. But the schoolmaster has also gone abroad out of the schoolroom and taken the lesson of life and introduced it into the schoolroom. He has felt that the schoolroom should be a microcosm

and should reflect the struggle for existence that goes on in the outer world. He has striven to get the most (not necessarily the best) out of his disciples by creating a sham struggle for existence and, imitating fate or destiny, he has flogged those who fall in the fight. It is impossible not to get some such idea of the schoolroom as one peers into it age after age. But again we obtain peeps of something better than this: we hear teachers like Richard Cornwall, in the fourteenth century, saying: "I shall get better work out of my boys and better ideas into my boys if I use better methods of teaching." We hear practical men like Richard Mulcaster—tenderest of schoolmasters—saying: "These three things, perception, memory, and judgment, ye will find peering out of the little young souls at a time when ye can see what is in them, but they cannot see it themselves. Now, those natural capacities being once discerned, must as they arise be followed with diligence, increased by good method, and encouraged by sympathy, till they come to their fruition."

We see again the school made not a place of struggle for struggle's sake, but a place in which the sense of unity, fellowship, and *self-sacrifice* in the interest of the body corporate is one of the main features. The child then acquires that sense of responsibility which is, I believe, the chief end of education, and the question of punishment or reward becomes a very minor matter in so far as punishment or reward is external to the continuity of school life. This seems to me to be the real point involved in the whole question of reward and punishment. If the punishment or the reward is to have any meaning at all, if it is not to be mere surplusage, that at the best degrades and, at the worst, brutalizes human nature, it must be something that organically springs out of the school life and out of the school work. The prize or the punishment must be something inevitable and of the very nature of the work. Take, for instance, the case of Disputations. If the boy was successful in his work and did well in the struggle against another school, his reward was not connoted by a money or book prize, or a better supper, but by the fact that he had brought honour and glory to his own community; that his fellows looked on him with love and pride; that he was for the moment *essential to the life of his school*.

If, on the other hand, he failed, the punishment was not the rod that fell with ruthless insistence on his back: the real punishment was that he was *not essential* to the life of the school, that he had brought disgrace and failure upon it, that his companions turned from him as one who had failed them. It is in this fact that modern school athletics are so valuable. They do in a measure for the school what the old Disputations did. It is no vain reward to be the hero (in the best sense) of the school; it is worth all the books that ever were printed, all the scholarships that ever were endowed, all the prizes that ever were given. And why? Because the reward is a thing which is part of the school life, which is the legitimate crown of the school life; because it means that the child has already learnt the value of living for something nobler than himself, has already learnt the disgrace of living idly, selfishly, foolishly, of losing, in the pathetic words of Thomas à Kempis, "what all the brethren have."

In a word, then, we come to the conclusion that punishments and rewards in education are, like education itself—to use a medieval phrase on the subject—"spiritual," and not material, things, though they may have, and often must have, material counterparts or symbols. Indeed, if schoolmasters in the past, when they introduced into the school the struggle of life, had also introduced the idea of rewards and punishments as they, in fact, occur in life, practical education would have set up a different ideal to that which has been followed for so many centuries. On the whole, in life the rewards and punishments are the outcome, direct and inevitable, of conduct: but success is not always a reward and failure is not always a punishment. Apparent failure may be the condition of spiritual (and therefore eternal) success, while apparent material success may be the most ghastly of punishments. Moreover, in life, the reactions of conduct on other individuals and on the community are of such immense importance, that reward and punishment have to be calculated with reference

to an ever widening circle of which the person rewarded or punished is the centre. If the schoolmaster, when he introduced the struggle of life into the school, had also introduced these mysterious sanctions that really govern human life, and had given them some material form, it would have been all the better for education.

When we turn to the application of these principles to actual school life, we see at once the sanctions that lie behind the whole idea of discipline. First as to punishments. The punishment must not only fit the crime: it must, as it were, spring out of the crime; it must as certainly follow the crime as day follows night.

I do not think that corporal punishment can be altogether excluded from school, for (says Mulcaster, and very rightly) "the rod can no more be spared in schools than the sword in the hand of the Prince, . . . but I do think [he adds] gentleness and courtesy towards children more needful than beating. I have myself had thousands of pupils passing through my hands whom I never beat, because they needed it not; but if the rod had not been in sight to assure them of punishment if they acted amiss, they might have deserved it." In other words, there should be a physical sanction to deal with certain offences, though the knowledge of its existence should be sufficient. No doubt the cases where the birch is needed are very rare, but in this imperfect world they cannot be eliminated and, such is the danger as well as the value of human imitativeness, these offences must be dealt with publicly, ruthlessly, and swiftly. Mr. Lancaster dispensed with the rod altogether, but I am not satisfied that the influence of ridicule, enormous though it is, adequately meets cases of depravity or rebellion. Physical punishment is Nature's own punishment for such offences: the corollary or crowning fact of Vice is Pain; by Vice I mean disloyalty to the human body or to the body corporate. As to other punishments, it should not be hard to devise methods by which the crime works out its own extinction. As has been said, the sense of shame is the real punishment, and the outward punishment should be of such a nature as to enable the culprit, by his own willing efforts, given in time that would otherwise be devoted to pleasurable things, to reinstate himself, not only in the opinion of his master and of his fellows, but of himself.

When we turn to rewards, we have to deal with other considerations. Rewards for fulfilling duties are hateful things, and much of our modern prize-giving is a hateful business. Perhaps the worst example of it is to be seen in Sunday schools, where, in certain cases, children attend to get prizes, and prizes are offered to attract children. The worst sorts of prizes, indeed, are offered in the shape of school treats, and the hero of the alley is the child who attends most schools and most treats. The *morale* of more children in certain districts is sapped by Sunday schools than by any other form of educational effort. That view was expounded at length recently by an East End clergyman who knows the facts of his district very thoroughly.

Yet we cannot exclude rewards from our scheme of things on the ground that the world possesses a number of foolish people who practise bribery and call it a reward. Rewards, like punishments, are "spiritual" things, and a reward of an inevitable nature—that is to say, a reward that is a natural and inevitable product of an act or course of conduct—is a perfectly legitimate stimulus. We have seen how, in the case of medieval Disputations, or in the case of modern school athletics, that the reward of success was and is one that makes for unselfishness, that fosters *esprit de corps*, that builds the character while giving joy to the heart. Pure competition for places in class lists, whether in school or at the University, hardly does the same thing, unless the candidate is fighting for the honour of a class of boys or girls or for the honour of his or her old school, as well as for his or her personal advancement. This depends on the previous training in school, and, if the training is right, competition may be a moral as well as an economic force. Scholarship winning is a different matter, for there the candidate is fighting to secure the means of further discipline; and, if the discipline on which the power to struggle is based has been good and noble, the gaining of the scholarship is all

to the good, for it not only provides means for further education, but it adds to the glory and traditional power of the school from which the winner comes.

When we turn to prizes, we have to face a much more difficult position. The real ground on which prizes can be defended is that the stimulus given is not so much a stimulus to individual scholars as to the entire community of which the scholars are units. But, in fact, no such stimulus ought to be necessary. In so far as the school is competing against other schools, the *esprit de corps* of each school ought to be sufficient to produce the maximum of effort, while the example of the more sturdy scholars for the common end ought to be sufficient stimulus to the less capable children. But the prize offered, in order to urge an individual child to exertion, is hardly defensible on moral grounds, and is really defended on the ground of pure expediency (which ultimately is a ground of excuse for previous shortcomings in the training of the child), or on the ground that the prize does, in fact, stimulate those who would crawl through their work unless the prize were offered. This ground is weak enough, but not more soul-sapping than the suggestion that the prize system is a picture of adult life; that if children are taught to fight for prizes in school, they will do the same in the school of life.

If, however, we must have prizes, let them spring, so to speak, from the work done; let them be of such a nature as to stimulate further work along the same lines of thought and effort, and let them also provide a perpetual reminder of the school and of its life. If the prizes are books, let them bear some mark that will always at a glance associate the book with the school; let them, if possible, be works written by some past members, or by past or present masters, of the school; and let them be works of permanent value. In innumerable schools the prizes are ill-chosen, and have little or no influence in keeping the child in touch with the old school, or in touch with the work for which the prize was given.

The above statement as to rewards and punishments in education was written from what appeared to the writer to be certain fundamental educational principles. The same problem was attacked by John Locke from a different and from a non-historical point of view; but it is of interest to notice that the conclusions are much the same. In his "Thoughts on Education" he begins with the proposition "that Good and Evil, *Reward* and *Punishment*, are the only Motives to a rational Creature; these are the Spurs and Reins, whereby all Mankind are set on work, and guided, and therefore they are to be made use of to Children too. . . . *Rewards*, I grant, and *Punishments* must be proposed to Children, if we intend to work upon them." But Locke adds that those generally used are ill chosen; "the Pains and Pleasures of the Body are, I think, of ill consequence," and the necessary Rewards and Punishments "are quite of another order." We should use, he says, not bodily Pleasure and Pain, but Esteem and Disgrace, which are, "of all others, the most powerful incentives to the Mind." Locke adds: "To make the Sense of *Esteem* or *Disgrace* sink the deeper, and be of the more weight, other *agreeable* or *disagreeable* Things should constantly accompany these different States; not as particular Rewards and Punishments of this or that particular Action, but as necessarily belonging to, and constantly attending one, who by his Carriage has brought himself into a State of Disgrace or Commendation."

This question of rewards and punishments in education is, as Locke says, "the great Secret of Education." If it be solved, we have solved the meaning of the word "discipline," and all that discipline means in the lives of men and women, both in their relation to one another and in their relation to God.

J. E. G. DE MONTMORENCY.

SOLID READING.

AT first a great many things had to be forgotten: endless subtle distinctions between the comparative immunity from howlers attained by the various members of the Upper Third, disturbing confidences of Prefects, mark-lists, committees, interviews with the Head, even Common Room amenities: all had to be forgotten. Forgetting, like remembering, would seem to be as much a passive as an active process; therefore I ate and slept and lazed. Then the mental crampiness relaxed, and I walked and swam, stretching my limbs out to their proper length and feeling more kindly to the world around me. It is the middle of hay-harvest in Warwickshire, and crops are heavy in the fertile meadow lands near the Avon. When the grass is mown, we turn it, working with light wooden rakes in gangs of four or five, the leader setting the pace. It is for the most part silent, monotonous work, up the hill field and down again, the breeze now with us, now against us. The sweet lush grass falls in green swathes orderly beneath the rakes. As we work, the fresh wind cools our brow, the scent of the hay fills our nostrils: Earth is weaving her spell around us. A few periodically recurring images float through the brain, some half-remembered verses, some scenes of natural beauty lately visited: river reaches, cottages with gay gardens, rabbits startled beside the hedgerow, friendly and mysterious trees, a patch of purple vetch and mallows—gentle visitants, dream-like phantoms, visionary forms, rhythmically they come and go, haunting but nowise disturbing the drowsy, somnolent brain. We raise our eyes, striving to break the spell. A distant consciousness of Wilmcote, Henley, Hampton-Lucy, Charlecote flows in, recedes and narrows the horizon down to the neighbouring elms, then to upright wheat and the quickset hedge of our own immediate field. In the very land of Shakespeare, we think not of him; his presence has become an indistinguishable part of all that is. The spell is wrought. Seeds lie thick on the ground at our feet, and the swathes of grass fall orderly beneath the rake. Earth draws us closer to her; earth to earth—union mysterious and divine. Mother and Queen, she has wrought upon us her ancient charm. Her warm life quickens the blood about our heart, and, as the lush grass falls in green swathes orderly beneath the rake, there stirs within us a dim sense of ancient battles and the sea.

In the middle of the second week I opened the trunk where the books for solid reading lay. I picked up Jowett's "Thucydides" and went out to read him. It was very difficult to find the right spot. Habit sometimes saves us in these contingencies, so I went once more to a little copse where I had smoked before and shared the shade with several inquisitive calves. My usual seat in the laburnum wasn't comfortable. I tried a yew tree; it was higher and there was a better view, but the branches were very unyielding, and I greened my clothes badly. Thucydides fell. Then the man in me awoke and said: "N., take yourself seriously. Thucydides is a loan copy. Get down and lie on the ground. Remember what a lot of reading you got through that way before the Tripos. That's how you got your Second; no doubt about it." Three minutes later and for a few pages of Book VI Thucydides had it all his own way. But when he came to tell how "about the middle of Summer the expedition started for Sicily," and how "the Athenians and such of the allies as had already joined them went down to the Piraeus and began to man the ships," then some latent power of association awoke within me and I saw myself a boy in my old school again, translating this very passage in the Sixth Form with Phipps. We had a crib, but Phipps would never use it, I remember, except in the easy parts; then he read it aloud sonorously while I tore through the text at lightning speed, noticing the stiff bits so as to be able to construe them to him afterwards. Phipps was always uncommonly good on the Modern Side—a sort of unconscious advocate of what they call now the Direct Method, I suppose. Anyhow, he had a theory that all the really fine and exciting passages ought to be read aloud in good English; and, as nobody could be expected to

put Thucydides into decent English by the light of Nature, hence the crib. I can hear him reading now :—

When the ships were manned and everything required for the voyage had been placed on board, silence was proclaimed by the sound of the trumpet, and all with one voice before setting sail offered up the customary prayers; these were recited, not in each ship, but by a single herald, the whole fleet accompanying him. On every deck both officers and men, mingling wine in bowls, made libations from vessels of gold and silver. The multitude of citizens and other well-wishers who were looking on from the land joined in the prayer. The crews raised the Paean, and, when the libations were completed, put to sea.

And so on, and so on, until "the Athenians sailed away to Naxos and Catana, intending to winter." I wonder which winter of the war that was. Thucydides had rather a quaint way of managing his dates, if I remember rightly, by winters and summers. Yes, here it is: "Such were the events of the winter; and so ended the sixth year in the Peloponnesian War of which Thucydides wrote the history." And then the next book begins: "In the following summer, about the time when the corn comes into ear, ten Syracusan and ten Locrian ships —" Well, to go back to the Sicilians. Speech of Hermocrates . . . speech of Euphemus. . . No, I really can't read the speeches. We always thought them awfully stodgy and long-winded, unless it was Pericles or Alcibiades. Why! here is Alcibiades. I'll light a cigarette and see what he says.

And I read on, my wandering attention arrested for a while by the fervid eloquence and specious reasoning of Alcibiades' harangue. Gradually the pleasing sense of remoteness began to disappear. Charged with fresh significance, undemonstrable, oracular, and repeating themselves with dreamy persistence, the phrases leapt unwarantably from their context, the periods became pertinent. "And, therefore, remember, every one of you, that the safety not of Sicily alone, but of Peloponnesus, is at stake. No time should be lost —" No, of course not. "*No time should be lost.* Every man is likely to know best himself *the dangers which he has most to fear* —"

Now it's an odd thing, but I've never yet had time to think it out properly about Phipps's sister. I may as well have another cigarette and do it now. Lunch isn't till one. I call her (to myself, of course) "England's daughter." I suppose it's all right, but it's deuced unconventional, that kind of glorified bathing-dress that she wears—so short, too—and Phipps says she stands five ten in her stockings; but, then, when a girl has such ankles! Anyhow, it would be horrid in anybody else. Then her hair's always down about her shoulders, getting dry after swimming. Phipps says she can swim two miles up river against the current, and farther if she takes her own time. She milks the cows and grooms her own hunter—in fact, she and Phipps manage the farming between them. I wonder if it pays. . . . Her conversation wouldn't bear reporting, I admit; it's jerky. Some people would say she just makes a series of incontrovertible assertions and doesn't converse at all. But then, again, her impressions are so clear-cut and stimulating, and such a blessed relief when a fellow is mazed with thinking. And the way she paralleled the "pinnacle of political opportunism" with "a terminological inexactitude" and "the exuberance of his own verbosity" the other day before any of us had time to think! There's no doubt she has what Bacon calls "a present wit." On the whole, though, I'm inclined to consider her best effort was, at dinner night before last, her description of a dog show. What she said about the classes of dogs and the different types of people they attracted was, I thought, a very sound bit of psychological observation. It must have been, for it led us right on to Bergson. Phipps's wife reads him . . .

When I'd thought things out up to this point, the sunlight was playing on the leaves above my head and the wind turned over the pages of Thucydides, delighting even me, careless, with hints and glimpses of that old Greek life, "with its great ideas, its great actions, its creations in politics and in art," beautiful (wrote Jowett) "like the distant remembrance of youth to the delighted eyes of mankind." Sooner or later I

think I fell to wondering how late it was, but Phipps's wife says time is of no account (opinion inestimable in a hostess!), being but the common measure of duration—that our minutes and meal times are fixed by the total sum of all human misery and bliss, a thought deep enough to make any fool in a forest muse an hour longer by his dial. As I walked back to the farm, to England's daughter and Phipps, I distinctly remember recalling, oddly enough, with pleasure, some of the things I had come away on purpose to forget. But, before I go back to them, I shall take the Boy Scouts into camp, somewhere in Warwickshire, if it's possible, and after that there'll be three weeks more of Thicksides and solid reading.

M. HOLMES.

A SWISS SCHOOLMASTER OF THE SIXTEENTH CENTURY.

NO one can visit Switzerland without being struck with the natural simplicity of the people; and we can easily imagine the conditions of life were still more primitive four centuries ago. It was in the year 1499 that a certain Thomas Platter came into the world near the little village of Grenchen in the Canton of St. Gaul. His father died when he was young, and on his mother's second marriage he was turned over to an aunt. He must have had a hard time of it, but the yoke he bore in his youth was the means of forming a strenuous character. He tells his own story in such a plain, unvarnished manner that we see his life as in a "votive picture": we feel we are reading the inner recesses of his thoughts.

He had a lively imagination and, anticipating the invention of aeroplanes, used, with a fellow goatherd, to devise flying-machines to carry them into Switzerland, the young scholar's Promised Land. He had, on the whole, a happy time among the goats, in spite of many bad falls, though in summer he was shoeless and in winter had nothing but sabots. "My food," he says, "was in the morning, before day, a rye-broth—that is, a soup made of rye-meal. Cheese and rye-bread are given in a little basket to be carried at one's back; at night cheese-milk; of all, however, there was a fair measure. In summer lying on hay; in winter on a straw mattress."

From minding goats and cows he was taken into Germany to school, but this meant that, as he was poor, he must travel from one teacher to another and earn his living by the way. He was, in fact, "a travelling scholar." He was joined by other "scholars," but, being the youngest, he was obliged to act as "fag." He was often treated very badly; yet on the whole he seems to have enjoyed life; and after journeying from Dresden to Nuremberg, and from Nuremberg to Munich, he was enabled to visit the home of his early boyhood, where his old companions declared he "spoke so profoundly that they could not understand him." He had done, in fact, what the Swiss to-day does: he had learned something of the language of every place he had visited.

Passing over many minor events in the career of this strenuous seeker after fortune, we find him at Zurich, where he entered one of the schools and determined to devote himself to study. It was his aim to become a priest. He had an uphill fight, for when his bodily wants were supplied, his suffering from extreme poverty had weakened his constitution, so that when he wished to study he slept very little. He says: "I often took raw turnips or sand into my mouth, so that the grating of my teeth might awaken me again."

Circumstances led him to abandon the idea of becoming a priest, and he resolved to adopt the profession of schoolmaster when an opportunity presented itself. He had not long to wait. Always of a practical turn of mind, he combined trade with pedagogy. "Taking an empty house at Visp," he writes in his journal, "I began to prepare my ropemaking trade and to keep a school. In winter I had about thirty scholars; in summer scarcely six. Each had to pay a penny every quarterly fast; and besides many presents I had many relations—one brought me eggs, another cheese or a

ball of butter. Also others, whose children came to me to school, brought the like—some a quarter of a sheep; those who were at home in the village gave milk and vegetables, and jugs of wine, so that seldom a day passed in which something was not given to us."

It will be observed that Platter uses the plural "us," for by this time he had married. It is not surprising, therefore, that he sought a position where he would have better opportunities. Hence we find him at Basle, once again a professor. But he was always of a practical turn of mind, and when it was suggested to him that there were more professors than the town could support, he turned printer. He tells us, however, he had a bad time of it. But Basle had something better for him, and when he was invited to become the head of a school attached to the University, he readily accepted the position. "I got," he says, "a salary of two hundred florins, of which I had to pay one hundred to the assistants." He had, however, "a great deal of disputing with the University." All difficulties were at last surmounted and he retained the office for a period of thirty-one years. The Diary ends with the following note: "Written by Thomas Platter, the 14th of February, 1573, the seventy-third year of my age. God grant me a happy end through Jesus Christ. Amen."

But he was to live some years longer, for his son, Dr. Felix Platter, adds: "In the year 1582, the 26th January, my dear father died."

J. C. WRIGHT.

CORRESPONDENCE.

ACADEMIC IMMOBILITY.

To the Editor of The Journal of Education.

SIR,—In your August issue you indicate some of the best means of securing the free movement and interchange of academic thought. You are right in thinking that exchange of professors is scarcely practicable, though it is occasionally tried on a limited scale by religious societies maintaining colleges in different countries. The difficulties are many. Professors are usually incommensurable and often unknown quantities. Transfers are in many cases hampered by official regulations regarding leave, pension, and other considerations. The overseas Universities would often welcome men of intellectual note as temporary lecturers; they do not merely want men who are in need of a change of air and can be readily spared at home.

The desire for interchange is more widespread than many suppose. At the present moment several of the overseas Universities have representatives in this country on the lookout for lecturers willing to give their services for a term or a couple of terms. The remuneration offered is very handsome. This fact is sufficient to indicate the need for a Central Bureau of University Information. Men are wanted who can not only impart information on special subjects, but also infuse fresh vitality into University organization and methods. In illustration of this demand we may refer to Bombay, where the Governor has just addressed a letter to the Vice-Chancellor pointing out the need that the University should prepare for corporate action amongst colleges and for new and higher activities. He proposes to obtain the services of an expert from home to report to the Senate measures necessary to bring the University into line with present requirements. He recommends this course partly because "the cost of obtaining professors of exceptional mark for permanent posts in India would necessarily be heavy and selection would offer difficulties, and it would never be possible to predict success with certainty in such cases."

It is quite true that an educational appointment overseas is in the majority of cases a sentence of long exile. After three, or at most five years' service, escape and return are practically impossible, except to certain specialists. This immobility involves a real loss to the Empire as a whole. Brilliant

young scholars are deterred from seeking appointments overseas, and the old country sees and hears too little of many men who have acquired breadth and insight in handling subjects of great social and educational importance. No University should be regarded as fully equipped for its work if it does not bring its students into close touch with men who have "seen and done" notable things beyond its own walls.—I am, &c.

SYNDIC.

TRAINING AND PRUNING.

To the Editor of The Journal of Education.

DEAR SIR,—From the Head Mistresses' Conference one learns that the present system of training for ordinary secondary teachers is not wholly satisfactory. Evidently, after being trained, some people can teach and some cannot. Some head mistresses lay the blame at the door of the training college curriculum in being too theoretical and aloof from the intimate working of school life, and plead that the training of each individual should take place in a separate school recognized for this purpose. Others, again, see the fault in the material offering to be trained and in the apparent inability of the colleges to eliminate the unfit after fair trial. Now, while it cannot by any means be said that the physical training colleges have never certificated an unfit person, it must be admitted that the power and common practice of turning away unsuitable students has done much to keep up the standard of fitness in this particular branch of education. Long may the colleges retain their independence and this power to use the pruning knife, for the receiving of educational money grants might easily destroy the power, as internal economic pressure has, on occasion, prevented its adequate exercise. We recommend the secondary training colleges to take a leaf from the experience book of the physical training colleges—i.e. to admit all properly qualified applicants for training on a term's approbation, and be prepared to eliminate at least ten per cent. at the end of the first term, returning the class fees for the same period. As ability to teach is the crux of "fitness," plenty of teaching practice must come during the first term. The whole staff should report progress on each student at half-term, and the "lazy ones and the aisy ones" and the otherwise doubtful are then put on their mettle, and, if advisable, can be given some special help. Miracles in self-development are sometimes wrought in the last six weeks of term, and the final painful task of elimination is thereby made easier to those in responsibility.

Where such a system is in force the status of training is raised, *the public is better served*, and the individual is spared the misery of finding herself launched on an unsuitable career, with no more money or time at her disposal to choose another.

(Mrs.) E. ADAIR IMPEY

(Editor *Journal of Scientific Physical Training*).

July 30, 1912.

VACATION TERM FOR BIBLICAL STUDY.

THE Vacation Term for Biblical Study held its Annual Meeting at Oxford from July 27 to August 17. The lectures were given in the Hall of Keble College, and students were boarded at Lady Margaret Hall, St. Hugh's College, and Somerville College. Altogether, about 260 students, many of whom came from abroad, attended for one or more weeks, a large number staying throughout the whole course.

The object of the Vacation Term is probably now well known, but, for the benefit of those who have not yet heard of it, it may be mentioned that the aim of the Committee which arranges the lectures is to make known the results of modern Biblical scholarship by means of lectures on academic lines. The scheme is on a broad Christian basis, both lecturers and audience belonging to various denominations. In each week two complete courses of four lectures are given, as well as single lectures; but all the courses are arranged to illustrate one central idea. This year that central idea was: "Christ in Israel, in the Gospel, in the Church."

The term began on July 29 with an inaugural lecture by the Bishop of Oxford, who took for his subject "A Permanent Religion." Dr. Gore pointed out that the Jew alone, half-way between West and East, had a true conception of God the Creator, who reveals Himself to man. Christianity, the religion for East and West alike, the essence of which is faith in Jesus Christ, sprang from a Jewish origin. "Salvation is of the Jews."

Course I, by the Rev. R. Brook (Merton), was on "The Gospel

according to St. Matthew." The lecturer began with a statement of the present condition of the Synoptic Problem, and later the character and purpose of the First Gospel were discussed. "The writer gives us a portrait rather than a mere photograph." The Rev. Dr. Joyce (St. Deiniol's Library, Hawarden) took for the subject of Course II "The Development of Messianic Expectations to the Christian Era." He distinguished between Messianic prediction and Messianic expectation, "prediction being the efficient cause of the expectation." In the first two lectures he traced the rise of the Messianic idea, showing the contributions made to it by individual prophets. In the last two lectures he dealt with the currents of thought stirring in post-exilic and Maccabæan times, and showed how behind the Maccabæan revolt was the influence of the literature known as apocalyptic. He pointed out how Messianic expectation was further shaped by the Apocalyptic writers, so that this literature, so strange to modern minds, formed a very real preparation for the revelation of Christ. Prof. Kirsopp Lake (Leiden) gave a single lecture on "St. Paul's Eschatology." He began by pointing out how deeply St. Paul's ideas were coloured by Jewish thought. The eschatology of the early Church may have been mistaken, but this does not affect the essentials of Christianity. "Christianity is not bound up with its temporal expression: it is rather continuity of life."

In the second week, Course III, on "The History, Social Conditions, and Religion of Israel in the Ninth and Eighth Centuries B.C.," was given by Canon Foakes-Jackson, who drew a vivid picture of the times, and ended by an appeal for the retention of the Old Testament in teaching as a basis of belief and practice—"it was a sound ideal of righteousness after which ancient Israel strove so well." Course IV, by the Rev. Prof. Nairne (King's College, London), was generally agreed to be the most impressive of the series. The subject, "The Transformation of the Messianic Hope by Our Lord and His Apostles"—bound up as it is with Eschatology or Apocalyptic—is one of the burning theological questions of the day. Prof. Nairne began where Dr. Joyce, in the first week, left off, by showing that our Lord was the type of Messiah whom the Jews had been prepared to expect. The lecturer considered that the key to the problem of our Lord's nature is the Apocalyptic view of the Gospel—that which regards Him as acting the passive rôle of the Messiah, relying in all things on the Father's will. He traced the gradual transformation of the Apocalyptic idea in the Epistles of St. Paul and St. Peter, the Revelation, and the Epistle to the Hebrews, till, in the Fourth Gospel, "the primitive idea of sudden fulfilment gives place to the modern idea of evolution." He showed how the author of the Fourth Gospel, and to some extent also the writer to the Hebrews, used the sacramental principle in teaching: to them "the manhood of the Lord in the days of His flesh was the sacrament of His Divinity." During the week a lecture was given by the Rev. Dr. Selbie (Mansfield) on "The Theology of the Early Prophets," and a lantern lecture by Prof. Macalister on "The Geography of Palestine." This second week was notable for the visit of Mrs. Benson, the revered President of the Vacation Term Committee, and the inspiring address which she gave to the students one evening will remain long in the memories of those who heard it.

The third week began with Course V, on "Personality," by Prof. Jevons (Durham). This was a most interesting course. Dr. Jevons, after disposing of the "pre-animistic theory," dealt with the psychology of Hume, James, and Bergson, each of whom, in different ways, deny the existence of personality. In his last lecture Dr. Jevons attacked Solipsism, and showed that there is no such thing as an individual "who is impervious to other selves." Personality implies subject and object: the person has relations and fellowship with other members of society, and "the unity and the coherence after which a person strives is to be gained only by that love which is the impulse towards unity with one's neighbour and one's God." Prof. Peake (Manchester University) lectured on "Isaiah and Micah" (Course VI). Single lectures were also delivered by Prof. D. S. Margoliouth, on "The Aramaic of our Lord's Day," and by Canon Scott Holland, who gave a most interesting account of Justin Martyr.

More and more this Vacation Term is coming to be appreciated by women who have to teach the Bible to others. A large number of the students were mistresses in secondary schools. The systematic instruction given is valuable, but even more valuable is the personal contact with others who have, it may be, very different work to do in the world—with women who have high ideals of study and teaching, of service and fellowship.

EVELYN W. HIPPLEY, S.Th.

CANON MARTIN has resigned the Principalship of Winchester Training College, and is succeeded by the Rev. E. G. Wainwright, M.A.

SAFE NOVELS.

The Touchstone of Fortune: being the Memoir of Baron Clyde, who lived, thrived, and fell in the Doleful Reign of the so-called Merry Monarch, Charles II. By CHARLES MAJOR. (6s. Macmillan.)

The Merry Monarch, if one is to judge by Baron Clyde's picture of him, was characterized by the absence of all the virtues and the presence of most of the vices. The tale is largely concerned with the dangers encountered at his hands by the beautiful and virtuous Frances Jennings, and with her love for George Hamilton, one time a profligate, later moulded by his passion for her into the semblance of an honest gentleman. The mutual love of Baron Clyde himself and pretty Betty Pickering, the daughter of an innkeeper, forms a pleasing background for the principal motive. By poetic licence the sale of Dunkirk to Louis XIV is made to take place when Nell Gwynn and other historic personages were at Court; but in other respects the tone of verisimilitude is well sustained.

Out of the Wreck I Rise. By BEATRICE HARRADEN. (2s. net. Nelson.)

A clever dramatic agent fraudulently withholds a portion of the receipts from certain plays. He repents, and the problem of how he shall be saved from exposure and disgrace is attacked by two of his old flames. The portrait of the more notable of the two women, Tamar Scott, is skilfully executed. But the story as a whole lacks life and unity and is disfigured throughout by the unnaturalness of the diction. A typical example of this glaring fault occurs in the first few pages. "Yes," he said aloud: "this means my eventual humiliation unless I am able to handle this man adroitly, and thus stem the tide of further investigations." Apart from the fact that the utterance is in itself ridiculous, no person outside a lunatic asylum ever expressed such thoughts aloud. Again, people no longer say "Woe is me! woe is me!" or beat their breasts, and a reader of average intelligence does not need to be told that £120 less 15 per cent. is "exactly £102." The introduction of a supernatural appearance is uncalled for and inartistic. At the moment when the tide of adverse circumstances sets in too strongly to be pleasant, Adrian Steele, the dramatic agent, is conveniently overwhelmed by an avalanche in the Alps.

The Oakum Pickers. By L. S. GIBSON. (6s. Methuen.)

Upon the title-page we read "If one side of love is an enchanted palace, the other is a workhouse and a prison. In its cells sit all the men and women who have lost or wasted their love, and pick the oakum of heart-break and disappointment, of broken faith and vanished hopes." In the pages which follow a considerable quantity of oakum is disposed of, for the story is a chronicle of marriages between persons of mutually incompatible temperaments and of hearts broken by the shattering of hopes. Minute psychological analysis and desultory moralization form the bulk of the letterpress. One leaves the book with a feeling of intense weariness; and that, we suppose, is just as it should be, for oakum-picking is an exhausting process, even to read about.

The Outcry. By HENRY JAMES. (6s. Methuen.)

Dean Swift boasted that he could write an essay on a broomstick, and Mr. Henry James vies with him in composing a drama (the word is the publisher's) on the sale of a picture by an English nobleman to an American collector. The subject might lend itself to true tragedy, as when in Boccaccio the poor squire wrings his pet falcon's neck to provide a meal for his lady-love: but Mr. James moves on a lower plane and attempts no higher flight than genteel comedy. The only attractive character in the play is Mr. Bender, the Yankee millionaire, whose frank vulgarity is a relief to the thin veneer of breeding which barely hides the meanness of the other noble characters. Lord Theign, the owner of the picture, is intended as a type of the *grand seigneur*, but he is introduced to us as bargaining with Lord John, an impecunious youth who lives on Mr. Bender's commissions, one of the conditions being that Lord John's mother, the Duchess, shall cancel a bridge debt owed to her by Lord Theign's married daughter, and afterwards, when Lady Grace declines to ratify the contract, he damns her like any plebeian. Lady Grace promises to be a true heroine—an Iphigenia sacrificed at the altar of art; but it turns out that her heart is given, not to art, but to the Bohemian aesthete, Mr. Crimble. National treasures of art are pawns in the game, and survive, not for any worth attached to them by the owners, but from the internecine struggle of the big prices. The novel is a brilliant but a depressing and sordid comedy.

BOOKS OF THE MONTH.

Annals.

- Paton's List of Schools and Tutors. (An Aid to Parents in the Selection of Schools.) Fifteenth Annual Edition, 1912-1913. *Paton*, 2s.
 Paton's Guide to Continental Schools. Seventh Edition, 1912. *Paton*, 1s. 4d., post free.

Biography.

- The Life of General Booth. *Nelson*, 7d.

Commercial.

- Modern Book-keeping. By James Wakeford. *Murby*, 1s. 6d. net.

Classics.

- Caesar's British Campaigns. Edited by L. M. Penn, M.A. *Clive*, 1s.
 Tacitus: Histories. Book I. Edited, with Introduction and Notes, by M. Alford. *Hodder & Stoughton*, 4s.
 Caesar: De Bello Gallico, IV, V. By A. H. Allcroft, M.A. With Introduction by L. M. Penn, M.A. *Clive*, 2s. 6d.

Divinity.

- The Great Salvation: A Study of the Epistle to the Hebrews. By C. R. Cuff, LL.B. *Methuen*, 3s. 6d. net.

Economics.

- Elementary Principles of Economics. By Irving Fisher. *Macmillan*, 8s. 6d. net.

English.

- Atalanta's Race and The Proud King. From "The Earthly Paradise." By William Morris. Edited with Notes, &c. *Longmans*, 1s.
 Tanglewood Tales (Hawthorne). Part I. Edited for Schools by J. H. Fowler, M.A.
 Blackie's English Texts.—Cavalier and Roundhead (Clarendon). 6d.
 First English Exercises. By Frank Jones, B.A. *Blackie*, 1s. 6d.
 Judith, Phoenix, and other Anglo-Saxon Poems. Translated from the Grein-Wulker Text by J. Lesslie Hall, Ph.D. *Harra*, 2s. 6d. net.
 An Anthology of English Prose (1332 to 1740). By Annie Barnett and Lucy Dale. Preface by Andrew Lang. *Longmans*, 2s. 6d.
 The Heroes. By Charles Kingsley. With Preface and Notes by Norman H. Capron, M.A. *Routledge*, 1s. 6d.
 History of English Prose Rhythm. By George Saintsbury. *Macmillan*, 14s. net.
 Old Favourites from the Elder Poets. By Matilda Sharpe. *Methuen*, 3s. 6d.
 Key to Modern English Grammar. By J. C. Nesfield, M.A. *Macmillan*, 2s. 6d.
 The Elizabethan Translations of Seneca's Tragedies. By E. M. Spearing. *Heffer*, 2s. net.
 Letters of Great Writers from Spenser to Wordsworth. Edited by the Rev. H. V. Taylor, M.A. *Blackie*, 4s. 6d. net.
 Historical Lyrics and Ballads. Selected and edited by S. E. Winbolt, M.A. 2 vols. *Blackie*, 6d. each.
 Diaconus: Exercises in the Meaning of English. By George G. Loane, M.A. *Macmillan*, 3s. 6d.
 Essays on Questions connected with the Old English Poems of Beowulf. By Knut Stjerna, Ph.D. Translated and edited by John R. Clark Hall, M.A., Ph.D. *Viking Club*, 12s. 6d. net.
 As you Like It: the Text of the Folio of 1623 revised. With Notes, &c., by C. R. Gilbert, M.A. *Mills & Boon*, 1s.
 A Simple Manual of Grammar on Organic Lines. By C. and A. Locke. *G. Gill*, 1s. 6d.

Fiction.

- The Street called Straight. By the Author of "The Inner Shrine." *Methuen*, 6s.
 The Quest of the Golden Rose. By John Oxenham. *Methuen*, 6s.
 Olivia Mary. By E. Maria Albanesi. *Methuen*, 6s.
 Buried Alive. By Arnold Bennett. *Methuen*, 6s.

(Continued on page 648.)

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**THE TEACHERS' GUILD OF ST. BRITAIN
AND IRELAND.**

President—W. H. D. ROUSE, M.A., Litt.D.

*For the Objects of the Guild, Privileges of Member-
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*Apply, The General Secretary, 74 GOWER STREET,
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Joint Agency for Women Teachers

74 GOWER STREET, LONDON, W.C.

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*This Agency has been established for the purpose
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Registrar—Miss ALICE M. FOUNTAIN.

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Information regarding the Examinations may be
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Regulations, apply to the SECRETARY, College of
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Fees £43. 10s., £38. 10s., and £34 per annum. College tuition fees £12 per annum. Scholarships of £25, awarded on the result of Scholarship Examination of University College, Cardiff, to be held in April. Students prepare for the B.A. and B.Sc. Degrees of the University of Wales, and a Medical School and Department for Secondary, Elementary, and Kindergarten Training are attached to the College. Students with recognized academic qualifications can enter in October or January, for one year's Secondary Training Course. Apply to the PRINCIPAL.

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A Residential College, with extensive grounds in a beautiful situation on the banks of the Cherwell. Students are prepared for the Oxford and London Teachers' Diploma and the Cambridge Teachers' Certificate.

Attached to the College is a perfectly equipped Girls' School, with a Preparatory Department.

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University Hall was opened in 1896, under the Government of the University of St. Andrews.

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For further information, apply to the WARDEN, University Hall, St. Andrews, Fife.

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Lecturer in Education:

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AND

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The College also prepares a limited number of students for the Higher Certificate of the National Froebel Union.

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Prospectus and further particulars from the Principal, 5 Melville Street, Edinburgh.

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ATTACHED TO S. MARY'S AND S. KATHARINE'S SCHOOLS.

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For particulars apply to the PRINCIPAL, the WARDEN, or at the College, Salusbury Road, Brondesbury, London, N.W.

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Hall of Residence for Women Students.

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Preparation for the Examinations of (a) British College of Physical Education (Swedish and English Syllabus), (b) Incorporated Society of Trained Masseuses.

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YORK PLACE, BAKER STREET, LONDON, W.

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LECTURES are given in preparation for all Examinations of the University of London, in Arts, Science, and Preliminary Medicine; for the Teachers' Diploma, London; the Teachers' Certificate, Cambridge; and for the Cambridge Higher Local Examination.

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A single course in any subject may be attended.

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Full particulars on application to the PRINCIPAL at the College.

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Students admitted in September.

For particulars apply—THE SECRETARY.

MADAME

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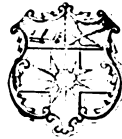
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University Tutorial College, LONDON.

(Affiliated to University Correspondence College.)



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Day and Evening Classes commence Tuesday, October 1st.

B.Sc.

AND

B.A.

Day and Evening Classes for the 1913 Examinations commence Tuesday, October 1st.

At the B.Sc. and B.A. Examinations in October 1911, 46 Students of University Tutorial College were successful.

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Private Tuition may be obtained either during Term or in ordinary School Vacations, in subjects for London University and other Examinations.

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Full Courses are arranged for the M.B., B.S. Degrees of the University of London and for the Qualifying Examinations of other Bodies.

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J. A. H. COCK, M.D., Dean.

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Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1912, and to read for a Degree in Arts or Science to be approved by the Council.

For Calendar and further particulars, apply to the Secretary, Miss S. M. SMYKE, Westfield College, Finchley Road, N.W.

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(2) The Archbishop Otter Memorial Scholarship of £40.

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For information relating to the entry of Cadets, Parents and Guardians should write for "How to Become a Naval Officer" to the introduction by Admiral the Hon. Sir E. R. Fremantle, G.C.B., C.M.G., to the Hon. Sir E. R. Fremantle, G.C.B., C.M.G., containing an interesting description of life at the Royal Naval Colleges at Osborne and Dartmouth—Publication Department, Grove, Matthews & Son, Ltd., 65 South Molton Street, London, W.

University Correspondence College.

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AT THE
HOLBORN RESTAURANT,
Friday, November 22, 1912, at 7 p.m.

Tickets may be had of the SECRETARY, 32 Red Lion Square, W.C.

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12 Eimdale Road, Clifton, Bristol.

PROVIDES for resident and non-resident Students a thorough and comprehensive training for the competent management of a home, both in theory and in practice. The curriculum includes:—Cookery, Marketing, Hygiene and Sick Nursing, Needlework, Laundry, Housewifery, and Dressmaking.

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Principals: Mr. and Mrs. W. PLATT.

This School aims at giving an all-round education to boys and girls.

Much work is done in the open air, for which the surrounding woods and moors and streams furnish ideal material. Special attention to children who require a healthy out-of-door life in bracing air.

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Scholastic Agents.

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Telegrams - - - BRADSHAW, LONDON.
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No commission charged to purchasers.

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BREAMS BUILDINGS, CHANCERY LANE, E.C.

Principal—G. Armitage-Smith, M.A., D.Lit.

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under RECOGNIZED TEACHERS of the University.

Latin, Greek, English, French, German, Italian, Geography, History, Logic, Economics, British Constitution, Mathematics (Pure and Applied), Chemistry, Physics, Botany, Zoology, Geology and Mineralogy, and Law.

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SCHOOL OF ART.

Particulars on application to the Secretary.

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Principal: S. G. RAWSON, D.Sc.

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Head of Department: Miss M. E. MARSDEN.

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Wednesday, November 20th (evening), The UNIVERSITY OF MANCHESTER.

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OCCASIONAL NOTES.

IN his Presidential Address, which is dealt with elsewhere, Prof. Adams did not ignore the difficulties inherent in any attempt to reduce education to a science and to set up an objective standard of attainment. Human nature, he admitted, was so complex and so volatile that it was almost impossible to reduce its workings to fixed laws. We would contend that the qualifying adverb might well be omitted. It is quite certain that we shall never be able to embody the phenomena of thought and feeling in laws which will work with the same rigidity as those of chemistry and physics. Chalk and iron are much the same everywhere, but no two human minds are alike. Moreover, the higher the plane of teaching, the more difficult does any scientific systematization become. Take the three subjects—gymnastics, arithmetic, and literature. The student of physical training can calculate with fair average correctness the muscular results which his schemes will produce. The teacher of arithmetic can discover with some distant approach to exactness at what age certain mathematical conceptions become intelligible to children. But what human being can gauge the effect upon a child's heart and mind of the reading of poetry? Here we work by faith, and not by sight.

WHEN educationists discuss the evaluation of results and the establishment of an objective standard, they are met by the same difficulty as the Eugenists: the results and the standards desired are not similar in all cases, but infinitely various. There is no single type that we desire to produce, and, if we had any such aim, it would

be not merely inhuman, but thoroughly unscientific. The mark of rank in Nature is heterogeneity, not homogeneity. The real standard in the teacher's mind for each pupil must be his conception—it can be at best only a vague and shadowy conception—of the kind of being which the pupil's capacities admit of his becoming.

THE discussion at the same meeting on Vocational Training suffered from the fact that the speakers had such very different social areas in their minds. The Head Mistress of Cheltenham Ladies' College was hardly discussing the same question as the Clerk to the Edinburgh School Board, and it was quite possible to agree both with the one when she contended that general education must never be dominated by the vocational ideal, and with the other when he argued for a scheme of education for boys and girls of the working classes between fourteen and eighteen in which training for occupation should have a large place. Of what vocational education would really mean in the ordinary secondary or elementary school little was heard. Dr. Morgan's contention that work in the higher standards should be "of a semi-vocational nature" is too vague for discussion. Miss Burstall had discovered the difficulty that mothers want girls to be trained for two professions—domestic life and some other. No one discussed the case of the secondary school, the majority of whose pupils are destined for business or teaching. In what would the special training of the future clerk consist beyond shorthand and book-keeping, both of which teachers brand as uneducative, whilst one is condemned by many business men as unpractical?

THERE is one kind of vocational training which is generally accepted as sound education and as specially necessary in this kingdom, and which urgently needs increased support—namely, training for the sea. It is curious indeed that preparation for the industry by which, almost more than by any other, the nation lives should be so neglected. There are certainly some training ships doing good work in which general and technical education are combined, as is advocated by the supporters of vocational training, but there are only three or four of them, and they receive scanty support from the State. The question is of national importance, for the inadequate supply of skilled seamen in passenger ships constitutes a grave danger, as some recent disasters have shown, and a field of employment which might absorb a large number of Englishmen is left largely to foreigners. We are glad to see that some of the great shipping companies and some chambers of commerce have taken the matter up, and that a national conference on the subject is to be held on October 21.

A USEFUL report was presented to the Section by the Committee on the influence of school books upon eyesight. Though education is not so bookish as it used to be, children have to exercise their eyes over print a great deal, and it is of the first importance that the print should be of the best and clearest. Among the noticeable recommendations of the Committee are the suggestions that a hard-pressed paper without gloss should be used, that elaborate and complex pictures and coloured inks should be avoided (there are good psychological as

well as physiological reasons for this), that printing in columns is reprehensible, and broad margins are desirable, and that the spacing of the type is quite as important a consideration as the size. There are useful hints to teachers. Children should be taught to hold the book at a proper distance from their eyes. It might have been added that they should hold their books *up*, instead of stooping over them. We hope the report will be carefully studied by school authorities. They have the matter in their own hands. If they rigidly refuse to buy books the print of which does not reach a proper standard, the publishers will soon cease to produce them. Books which try children's eyes are dear even at a penny.

THE *Schoolmaster* of September 7 espouses Mr. Bentliff's scheme of co-ordination, and detects in our criticism the cloven hoof of "exclusiveness." The

Correlation
of Primary and
Secondary
Schools.

word is ambiguous, and, if we are charged with advocating class distinctions, we answer that our readers will acquit us of such snobbery. If it means

that only the more capable children in the elementary schools should be sent on to secondary schools, we must plead guilty, and, in fact, our contemporary says the same, *nur mit ein bischen andern Worten*. Secondary schools are to educate "the leaders of the democracy of the future, the picked brains of the generation, so far as they can be picked." Precisely so—they should receive the cream of the elementary schools, not the mass. No doubt there are places where scholarships are too few; as surely there are others where they are too numerous. What is needed is not so much increase as redistribution.

MR. BENTLIFF'S original arguments were based largely upon the fact—real or supposed—that a large number of children from elementary schools do not

What the
Primary Schools
might do.

get on well in secondary schools, or do so only after a lengthy process of adapting themselves to their environment. Has it

never occurred to him that the remedy for this may lie to some extent in the hands of the primary schools themselves? What the secondary teacher complains of is that the scholarship boys lack independence, that they cannot work alone, and do not know how to prepare a given task. Is not this largely the fault of the methods of teaching which are in vogue in the higher standards of the popular schools? Homework, no doubt, must always be a difficulty where the children come from working-class homes, though it is a difficulty which is surmounted in some cases; but might not the teaching of such subjects as history and geography take more the form of showing children how to learn for themselves from books and maps? A considerable amount of oral teaching is no doubt needful in these as in other subjects, but the regime of continual talking on the one side and listening on the other side is not only unnecessary but is very poor training for the pupils who are submitted to it, and produces just that intellectual helplessness which impedes their progress in higher schools.

ONCE again we find ourselves differing from our contemporary, this time on the subject of University degrees. The *South Wales Daily News* reported

B.A.
Haymakers.

that B.A.'s and B.Sc.'s may be seen in any Welsh village working in the hay-field, or, worse than that, employed in

Council schools as uncertificated teachers at starvation wages. The *Schoolmaster* comments: "In the case of teachers who obtain their degrees as hall-marks in their profession . . . it ought not to be possible that cases of the kind should occur. It is waste and folly that such things should be possible." Surely the mistake is that a University degree should still be considered by any one a hall-mark for the teacher. It is strange to find those who have entered a righteous protest against the appointment of untrained Oxford graduates as Inspectors complaining that every Welsh B.A. is not at once provided with a billet as a teacher.

THE French Teachers' Unions have come into serious collision with the Government by allying themselves with the *Confédération Générale du Travail*—the

Teachers and
Politics.

body whose policy is Syndicalism and whose method is the general strike; and a number of the "unions" or "sec-

tions" have been dissolved by the Minister of Public Instruction. This action may seem at first sight to savour of tyranny, but it must be remembered that the *Confédération Générale* is avowedly a revolutionary society, which advocates cessation from work as an alternative to armed insurrection only because its leaders believe that the latter would be futile, and that it carries on a propaganda of anti-militarism. It is difficult to see how any Government can let its teachers publicly espouse doctrines which are subversive of the foundations on which the State rests, however much we may sympathize with the very scantily paid French teachers. The question, indeed, of what methods of bringing pressure to bear upon a Government, State employés who think they have a right to better remuneration may adopt, is a difficult one. If they use their voting power for this purpose, they are accused of selfishness and lack of public spirit; if they strike, they are declared guilty of mutiny. They are presumably expected to rely on their own powers of argument and the Government's sense of right; but State Departments have not always a finer feeling for justice than private employers, and hard pressed Treasuries are seldom ready to yield to moral suasion only.

AS we anticipated last month, the Trade Union Congress resolved, by a small majority, that the question of secular education should be excluded from future conferences. Regarded as a Truce of God this is welcome news, but, unfortunately, the debate shows that the vote

Trade Union
Manifesto.

cannot be interpreted as a conversion of the Labour Party to religious education, and it will be possible for any secularist, by moving that the resolution be rescinded, to reopen the whole question at the next Congress. The argument that carried the vote was not the need for religious education, but the danger of splitting up the ranks of the Trade Unions by introducing a question of secondary importance on which opinions differed. The omnibus resolution reaffirming the general policy of the Union on education was carried unanimously without debate. It demanded *inter alia* free education from the primary school to the University, the adequate maintenance of school children, and a Royal Commission with a majority of Trade Union representatives to inquire into the finances of the Universities and the great public schools. A large order, which would double at a stroke the Education Estimates.

WE had fondly thought that the battle for the reformed pronunciation of Latin was finally fought and won, but a recent correspondence in the *Times* shows that we were too sanguine. The Treasurer of the Classical Association reports that certain of the leading public schools have either made no serious attempt to adopt it or are discontinuing its use on the ground that preparatory schools are recalcitrant and object to the additional burden imposed on the teachers of Latin. He further suggests that the head masters might easily put pressure on the preparatory schools by imposing an oral test in their entrance examinations. The Head Master of Shrewsbury fits the cap and pronounces *ex cathedra* that the new pronunciation does interpose a very appreciable obstacle to the learning of Latin by the average boy, and regrets that the Classical Association should be so unfamiliar with the conditions of public schools as to imagine that an oral examination at entrance is possible. As to the first point, if any argument is needed, we would suggest that a correct pronunciation of French is now universally demanded and that not a tenth of the time is needed to secure a correct pronunciation of Latin. As to the second, all we need say is that the die-hards and reactionaries must be hard driven to urge such a plea.

DR. SADLER, distributing the prizes at the Rochdale Technical School and School of Art, contrasted well the two counter currents of education to-day—the demand for stricter discipline, drill in grammar, technique in art, and, on the other hand, the desire for self-expression, for *Lernfreiheit* as well as *Lehrfreiheit*, the revolt against enforced tasks and routine of all sorts—and he urged teachers to steer a middle course. It seems to us that the Scylla of routine is of the two the more fatal rock. Does not Shakespeare give us the key to this parallelogram of forces: "The labour we delight in physics pain"? Show the pupil his Miranda, and then set him to chop wood.

"CUSTOS," in the *English Review*, discusses "Our Gentlemen's Schools," a misnomer according to him, as they neither train nor teach, "turn out neither men nor gentlemen." The article is so prejudiced and overdrawn that it is hardly worth discussing. The one sentence with which we agree is: "It is easy to denigrate and find fault." A sequel by Mr. A. C. Benson is promised for this month. We shall be curious to see, not what Mr. Benson has to say on Public School reforms (he has preached from every pulpit in the kingdom), but how he treats his understudy. Will Gracchus rebuke Catiline?

A RUMOUR has gained the cold publicity of print to the effect that proposals are to be put forward for the abolition of the Osborne Naval College. The College represents a bold experiment in educational specialization which has been watched by teachers with interest, if not with full sympathy. Apart from the educational arguments against specialization, there are difficulties both in selecting boys of twelve or thirteen and in branding them for a profession at such an early age. We have drawn attention in these columns to the exclusion

from the Navy, in consequence of the new system, of many suitable boys for financial reasons. Any desire on the part of public schools not to lose a large number of their most intelligent potential scholars would give way if the change had been shown necessary in the public interest. But, as a fact, the arguments adduced in the famous Memorandum of 1902 did not meet with unanimous support, even in the Navy. The question at issue is one of broad policy, for the College has been admirably conducted, both in its educational and technical aspects.

IN his evidence before the Royal Commission on the Civil Service, the Secretary of the Board of Education outlined important modifications in the present system of selecting inspectors for elementary schools. The idea is to establish a new class of "assistant inspectors," recruited as a rule, but not exclusively, from certificated teachers of elementary schools with considerable experience of teaching. The classes of "junior inspectors" and "sub-inspectors" will become moribund, but the new assistant inspectors will be treated more generously in the matter of salaries than the present sub-inspectors, and their status generally will be higher, as their title implies. The maximum age limit will be raised from thirty-five to forty-five, or even higher in exceptional cases. Mr. Selby-Bigge asserted that the old system of selecting young University men as junior inspectors, due to Sir John Gorst, proved an impossible system as regards promotion. The recognition of teaching experience as an essential qualification in a school inspector is a principle for which we have pleaded for many years. Its whole-hearted acceptance by the Board will go far to remove the lack of sympathy which is now so common between the schools and the central authority.

LOCAL AUTHORITIES.

Award of Scholarships. In the "Occasional Notes" of this journal for September reference was made to the award of scholarships to children in elementary schools, on the results of competitive examinations. The question is one of immediate interest to Local Authorities who, in offering facilities for education other than elementary, have the one object in view—that of selecting promising material for further training and development. The problem to be solved is how best to select. Mr. A. R. Pickles and other experts clamour for the abolition of competitive examinations, and would not, perhaps, "select" at all. They desire presumably that the means of education, other than elementary, shall present no barriers or restrictions. There may be Utopian administrative areas where this is possible. For the majority of Authorities, however, existing conditions, educational and financial, preclude consideration of the policy of the open educational door.

Examinations. If, therefore, it is impracticable to adopt the policy of the open educational door, Local Authorities are obliged to adopt some method of selection. Where the number of candidates is much larger than the number of places available, any process of "nomination" must break down. Moreover, it would entirely fail to satisfy the public. Consequently, in the absence of any practicable alternative, Authorities favour some system of selection by examination. Some time ago the Chief Examiner for Junior Scholarships awarded by the London County Council discussed this question, and, while admitting the limitations of the "examination net," said: "Intelligence is necessary to almost any kind of eminence, and I feel pretty confident that the degree of intelligence necessary to subsequent eminence in any occupation, or in any social plane, is far more likely to be possessed by those who win scholarships than by those who do not."

Durham. THE Durham Local Education Authority has issued an interesting report by Mr. J. A. L. Robson, the County Secretary for Higher Education, on the award of 318 Junior Scholarships. The scheme provides for 75 per cent. of the scholarships to be offered to children under thirteen years of age from elementary schools, while the remainder are available for children over thirteen and under fifteen, and are apportioned equally between (a) children from elementary schools and (b) children in secondary schools. In future years the age limit in both classes is to be reduced by one year. The examination is in two parts, written and oral. The large number of 3,485 candidates entered for the written test in Arithmetic and English Composition, and of this total 615 qualified for admission to the oral examination, which is intended "not to ascertain facts stored in the memory, but to discover the intelligence and potentialities of each child." The fact that under 11 per cent. of the pupils put forward as candidates failed to pass satisfactorily in Arithmetic and English is not encouraging.

Cornwall. OF 442 candidates for Junior Scholarships in Cornwall, 84 per cent. failed to secure half marks in the subject of Arithmetic. A large number, it is stated, must have worked their sums very slowly, and circuitous methods were frequent, whilst, as in previous years, inaccurate work was much in evidence. As to English, very few candidates wrote really good letters.

Northumberland. IN the county of Durham the number of candidates presented for scholarships was over 20 per 1,000 of the children in attendance at elementary schools. The neighbouring county of Northumberland, with a total of 1,003 candidates—about 17 per 1,000 of the elementary-school children—found that 28.5 per cent. reached scholarship standard. The examiner states that, while the Education Committee has grounds for satisfaction in many schools which show evidence of careful and thorough instruction, there is, unfortunately, another aspect. In certain schools, he states, there are evidences of careless and inaccurate work, and inability to attack questions involving simple thought.

Surrey. THE Report of the Secretary on the examination for Junior Scholarships in the county of Surrey shows that a total of 686 boys and girls entered for the tests, and of this number 210, or 30 per cent., qualified. The proportion of candidates to the number of pupils in attendance at elementary schools was much lower than in the case of the two northern counties, but, on the other hand, the test was of a more comprehensive character.

Kent. THE number of candidates taking Junior Scholarships this year was 1,263, who were examined by local bodies of oral examiners as well as by written papers, and as a result 557 pupils were invited to attend a final oral examination by the Central Board. Of this number 341 were selected as worthy of further consideration.

Worcestershire. At a recent meeting of the Worcestershire Education Committee there was an interesting discussion on the results of the Scholarships Examination. The Director reported that, of 771 candidates, 295 (38 per cent.) were entitled to Merit Certificates; 148 schools sent in no candidates at all, and the Director asked whether all schools should not be expected to present eligible pupils. A member of the Committee described the results as "disastrous," and Canon Coventry said there was the least possible attention being paid to the subjects badly required. "There would be no change in the teaching in elementary schools unless they reverted to the old examinations."

Progressive Proposal. THE condition of elementary education as revealed by the Scholarships Examination in Worcestershire is much the same in other counties. And the fact that Authorities are realizing this condition is an encouraging indication. Mr. Wheeler, one of the members of the Worcestershire Committee, made the best contribution to the debate when he said that the fault was largely their own. "He had never heard one discussion as to what the children were being taught, and he did not think that 10 per cent. of the members of the Committee knew what was being taught." In moving the appointment of a Special Sub-Committee to consider the advisability of extending the Scholarships Examination to all schools and to make recommendations to improve the average standard of teaching in elementary schools, Mr. Willis Bund remarked that, if the children did not know more than was shown in the report, they were not worth sending to the higher schools.

The Selected Product. WHILE examinations for the award of scholarships cannot be regarded as a satisfactory test of the work in elementary schools, Local Education Authorities must inevitably attach importance to the results. If, they say, only 30 or 40 per cent. of the "selected" pupils from a school succeed in reaching a creditable standard in a reasonable test, what is the condition of affairs among the "unselected"? In the six counties to which reference has been made in the preceding paragraphs, the proportion of children in elementary schools between the ages of twelve and thirteen who were presented for examination was approximately as follows:—Cornwall, 8 per cent.; Durham, 20 per cent.; Kent and Surrey, 8 per cent.; Worcester, 10 per cent.; Northumberland, 15 per cent. The proportion of "selected" material is not, therefore, very large. Again, taking the basis of the children on the school registers between thirteen and fourteen years of age, the approximate proportion satisfying the examiners was about 2 per cent. in Cornwall, 3 per cent. in Kent and Surrey, and 4 per cent. in Durham, Northumberland, and Worcester.

Halifax. FACTS of this description raise the question once more whether we are not attempting too much or doing too little in our elementary schools. It has been asserted by critics of the system that the curriculum of the elementary schools is suitable only for the preparatory training of clerks. But efficiency in this direction appears to be declining. A Halifax firm, it is reported, have informed the managers of the Labour Exchange that the present system of education in that area would "appear to be designed to unfit boys for any commercial capacity whatever." They wanted an office boy, and the Exchange sent them a number, all of the seventh or ex-seventh standard. Only one could spell the word "prejudicial" and only one could spell "responsibility," while their ignorance of simple geographical facts was deplorable.

The Aims of the Union. At a meeting of the Devon County Association of Teachers held in July, a representative of the National Union claimed that when dealing with the trinity of educational interests—the child, the school, and the teacher—the Union had always placed those interests in that order. "The child is in the forefront, the school next, and themselves (the teachers in their purely professional interests) last of all." In these days of self-seeking associations these words are refreshing. In support of this contention, perhaps, the representative of the Union also said: "The cost of living in every direction has greatly increased during the past twenty years, and the Board of Trade returns with all their eliminations make it 12½ per cent. Had their salaries gone up 12½ per cent.? The teaching profession was the only organized profession in the country whose scale of salaries had not gone up in accordance with the general trend of increase in the cost of materials and food."

The Labourer and his Hire. WE have the greatest sympathy for teachers and believe their remuneration should be increased. But even sympathy must not be permitted to prejudice a frank admission of the facts. If official statistics are reliable, the average salary paid to the certificated teachers has "gone up" during the past twenty years, not 12½, but in the case of head masters nearly 30 per cent.; assistant masters, 40 per cent.; head mistresses, 44 per cent.; and assistant mistresses, 37 per cent. The following figures are published by the Board of Education:—

AVERAGE SALARIES OF CERTIFICATED TEACHERS.

	Masters.		Mistresses.	
	Principal.	Assistant.	Principal.	Assistant.
1890 ...	£134	£90	£83	£66
1902 ...	£148	£108	£98	£78
1909 ...	£174	£126	£121	£91

It may be suggested that in future the representative of the National Union of Teachers may appropriately inform the public at provincial gatherings that his profession is among the few where the cost of training is provided by the State whose scale of remuneration has gone up at a rate not out of proportion to its merits, but entirely out of all proportion to the rise in price of commodities.

Law v. Medicine. IN the opinion of many School Medical Officers a child who has had measles must attend school although other members of the same family may be suffering from the disease. Mr. Hedderwick, the North London magistrate, does not share this view. To a parent summoned recently for a failure to comply with the School Attendance By-laws under these circumstances, he said: "You did quite right in not sending

your children to school while the measles were in the house. Now, don't send any of them until all the children are quite well. You have endeavoured to do the right thing." Public sentiment is probably entirely on the side of the magistrate, and the medical experts will find a difficulty in persuading the parents of children who have not had measles that there is no risk of infection if they associate with others from infected houses. But it would be a convenience for medical men and magistrates to agree.

THE prospectus issued by Mr. A. C. Coffin for the Bradford Education Committee shows that complete provision has been made, by means of the ordinary evening schools, branch technical and commercial schools, and the Technical College, School of Art, and Commercial College, for the needs of students. There are well defined avenues of systematic study for all classes.

THE Kent Education Committee supplies instruction in a variety of subjects likely to be interesting and useful to the rural population. The syllabus includes lectures in agricultural science, cottage gardening, poultry keeping, bee keeping, lace making, and domestic arts and crafts. Sir A. Quiller-Couch, a few weeks ago, expressed the conviction that the money spent in rural districts in evening continuation schools might just as well be thrown into Domesday Pool. Sir Arthur would probably exclude from this condemnation the instruction supplied by the Committee of Kent which must be of material interest and value to the rural population.

SCIENCE NOTES.

THE claim to have been the first "science teacher in schools" could hardly be denied to the veteran Mr. J. D. Cogan, who died recently at the advanced age of ninety-five. His first lessons were given in 1837 at Bath, the subject being electricity. In consequence of the success of these pioneer lecturers, Mr. Cogan was asked to give science lessons in several private schools, and his record of active service as a science teacher and public lecturer extended over more than fifty years. The strong interest which was aroused in scientific study in the middle of last century owed much to the novelty of the subject; much also to the expository skill of Huxley and Tyndall. All recognize the work of these leaders, but to men like J. D. Cogan, who worked with enthusiasm in a humbler sphere, no small share of credit is due for the wide spread of interest in matters scientific.

THE British Association meeting at Dundee was an unqualified success. The cordial hospitality of the Dundonians, the generous gift of £10,000, and the admirable work of Professor D'Arcy Thompson and his colleagues, assured the success of the gathering from a social point of view. It should be noted here that all the twelve sections had full and interesting programs preluded by presidential addresses of more than average ability and of wide interest. The subjects which attracted most attention appear to have been wireless telegraphy, the local geology, the origin of life, labour problems, the "suction" between passing ships, and animal nutrition. The evening discourse on "The Antiquity of Man" and the sectional papers on exploration proved interesting to large audiences.

THE current number of *Science Progress* contains much matter of interest to teachers. Prof. Love opens with a clear and non-mathematical account of Tides, in which he reviews recent advances in our knowledge of the rigidity of the earth. The account of Sir J. J. Thomson's new method of chemical analysis gives a good introduction to perhaps the most brilliant piece of research in the present century. It must suffice here to say that the method opens out a new era in chemistry, seeing that individual molecules and atoms are investigated and weighed, and that compounds which endure but for a ten-millionth of a second can be weighed with accuracy.

IN the same volume there is a concise account of the genesis of logarithms. The author, Mr. Allan Ferguson, does justice to Napier and Briggs, both men of notably high character, who were united in strong friendship. Incidentally the argument that schoolboys must approach

logarithms through indices is crushed by the reminder that logarithms were used a hundred years before Euler taught that they were the indices of powers. Here we have one of many instances exhibiting the importance to teachers of the history of discovery.

It seldom happens in the case of physics or chemistry that the lesson-unit and the method-unit coincide, and any attempt to force such coincidence leads to serious faults of method. For example, acids, bases, and salts form a clearly distinguished method-unit, which cannot be separated into neat sequential divisions, each occupying one lesson. The subject will require from three to six (or possibly more) lessons, according to the previous knowledge of the pupils; the later lessons contributing to the acquisition of a clear idea of chemical equivalence. At the end of the method-unit it is well to require written answers to a question-paper, and the value of the work will be increased if an essay can be written on one of the main principles brought out by study of this particular method-unit. The organization of the syllabus into a well schemed series of method-units is an important aid to science teaching. If the syllabus has to be submitted to an inspector or examiner, the plan of paragraphing by method-units will make the recognition of the teacher's aims and methods more discoverable than is the case when a mere list of topics is submitted.

It appears to be decided that the majority of teachers of domestic science will be required to insure under the 1911 Act. We may therefore draw the attention of such teachers to the fact that they are eligible for membership of the Secondary, Technical, and University Teachers' Society. Inquiries should be directed to the Secretary, 35 John Street, Bedford Row, London, W.C.

THE day classes of the Northampton Polytechnic Institute, Clerkenwell, begin this week, the evening classes having started on September 23. We see from the program that both day and evening courses are provided in engineering and in artistic crafts. Special features are the classes in technical optics, horology, aeronautics, and radio-telegraphy. A strong staff is provided for the evening classes in domestic economy and women's trades.

EDUCATION AT THE BRITISH ASSOCIATION.

PROF. JOHN ADAMS devoted his Presidential Address at the Dundee meeting to a careful exposition of the need for an objective standard in education, and to a review of the steps which have been taken hitherto, or are likely to be taken in the near future, towards its attainment. "Of those who deny to education a place among the sciences the name is legion, for they are many." Before that desirable place can be attained the facts of education must be organized, and the educator must be able to predict. Neither requirement as yet is satisfied; but the general principles of education are established and accepted: the standard books are there, even if a too deliberate profession is unaware of them. The next stage of progress has already been entered upon, and education is seeking to free herself from mere empiricism: "We are passing from an appeal to experience to an appeal to experiment"—a method, that is, of trial and error of tentative prediction and subsequent correction. But for the evaluation of experimental results we need a recognized standard: not the subjective standard which is still doing duty to a large extent, but one independent of private opinion. For this purpose, education is inclined to use psychology, but education is more than applied psychology, and, besides, psychology, itself depending in its turn upon physiology, has a very insecure foothold among the sciences. Quantitative manipulation of the elements of a study tends to evolve an objective standard. Such a standard was, in fact, evolved by the working of the English and Scotch Education Codes—a standard which has had its day, and, in the opinion of those who had most experience of it, has done a great deal of damage. Of late,

the quantitative method of dealing with educational problems has been greatly developed. The formulæ of Karl Pearson and of Prof. Spearman have made possible an exact statement of the amount of correlation existing between series of quantitative data. The danger that the application of mathematical method will dehumanize the subject is not great. All human problems must begin with the individual and end with the individual. The hope of the future lies in the proper employment of the experimental method. "Students of education have always been in the habit of asking questions, but they have not always waited for an answer." The questions have now to be made precise and limited in their scope. All the relevant conditions must be laid down and control tests applied. Even then results are not to be accepted until they have been established by different experimenters working independently. There are hundreds of definite practical questions that are being asked by teachers every day which can be answered accurately by experimental methods, and to which, at present, the only answer is that of individual experience. To discover and classify these questions and to correlate them with the various investigations now going on in many countries would be to render a very practical service to the study of education. When the work is done the educator's office will lose none of its dignity. He will be the master of organized knowledge, and will be entitled to require an objective standard from those who make education their special study, but for the intelligent application of that standard to the affairs of his school he must accept the full responsibility.

In a bald summary such as this, it is impossible to follow the President's acute digressions in search of illustrative material into the field of acoustics, optics, and other sciences, or to convey the quiet humour which added charm to his treatment of a grave and serious subject. If the Section moves, as it gives promise of doing, along the lines indicated in the address, its work will be of unique value in the development of educational theory.

The noteworthy thing in the second day's discussion on Vocational Education was the way in which speaker after speaker proclaimed himself or herself a thorough believer in it. Miss Faithfull alone preferred to remain in the ancient ways, and ably restated the many difficulties which beset the path of the vocationalist; the danger, for instance, of choosing an occupation too early and of stereotyping the outlook upon life just at the time when it needs broadening and elevating; the danger of over-emphasizing the material in this day of the chattel when, as Emerson said:

Things are in the saddle
And ride mankind.

Prof. Moore, of Yale, who is well known for the successful fight he made against corruption in educational administration as City Superintendent of one of the western towns of America, handled the subject with a freshness and that mastery which experience alone can give. Americans, said he, are great missionaries, and like all missionaries they go to extremes: they needs must, for there are always so many fellows at the other extreme. "Our forefathers settled up a continent with extraordinary rapidity. It is equally marvelous how much they destroyed," and not material resources only. To-day we have to conserve the forests and the mineral wealth, and the human labour which has been so ruthlessly exploited. "North America has shown a profound faith in general education, so profound that it has had no faith left for vocational training." The result is that more than half the children drop out of the elementary-school course before it is finished, and half the students who enter upon the high-school course come out after a year. The explanation is that they find their studies tedious and meaningless; out of touch with life; with no power to kindle the imagination. Evening continuation schools are but a partial remedy: "they are a good thing for people who have learnt to save themselves during the day." What is wanted is the day-trades school, which the young employés of both

sexes can have time to attend. It is no use, however, being too many fields ahead of public opinion in this matter. Compulsion has been put upon the employer in some States and has failed to bring about anything better than the dismissal of the youths from their occupations. There are occupations which are energizing, which make a constant appeal to the intelligence of the employé; there are also enervating occupations which have a deadening influence on the mind. Unfortunately, it seems that the former are decreasing and the latter increasing. The question of questions, which is not yet answered and cannot be without many experiments, is how to take in hand these stupefying employments so that the workers may learn to keep their souls alive; what are we to teach them, and how are we to teach it? One thing is clear, the subjects of the curriculum must be broken into units, and proximate ends which the student can understand must be set up. "Let us learn something definite, it may be how to use a slide rule." The truth which Kant enunciated, "Concepts without percepts are empty, percepts without concepts are blind," must be kept before us.

There are some interesting accounts given of vocational experiments already in existence. Mr. J. W. Peck, now Chief Inspector for Scotland under the Insurance Commission, described the arrangements made in Edinburgh for vocational training, and incidentally showed the great value of the census of occupations and the sociological inquiries which have been conducted in that town. Many English Local Authorities are now beginning to administer the Education (Choice of Employment) Act, and the lesson to be learned from Mr. Peck's paper undoubtedly is that the first work of the new employment officers should be carefully to survey the industrial and commercial conditions of their areas.

The Director of Education at Bournville gave an outline of the vocational training for both boys and girls which Messrs. Cadbury have established there. Miss Burstall, who described herself as a convinced believer in vocationalism, spoke of the need of training for the increasing number of girls who require to find a living in their fingers. Dr. Morgan, of the Institute of Scotland, dealt largely with the social aspect of the question. 50 per cent. of the present destitution was due to inability to get and keep employment, he said. Dr. Kimmins and Mr. Holland stated the argument for vocationalism from the psychological point of view. The faculty hypothesis and its child, the doctrine of formal training, are on their last legs, though most of the current discussion of educational problems implicitly takes them for granted. The doctrine of specific disciplines, the training of the mind to react to groups of stimuli, or, in other words, to work in certain environments, is gathering strength and leads direct to vocationalism.

Nothing is gained by pretending that the problems of vocational training have been solved. Throughout the discussion there ran a demand for experiment and yet more experiment: indeed, it may be said to have been the note from start to finish of the Dundee meeting, but from this discussion it was clear that the Day Trades School—taking in the young worker at about the age of fourteen and giving him a training which aims at rendering him self-supporting; able to adapt himself to the constant changes in occupation; to understand his relation to his employer and to the State; to value mental and physical health and to know how to keep it—has a great future before it in the modern civilized community, and a sphere, so far as England is concerned, quite distinct from the sphere of the secondary school and of the technical institute, whose aim is to train for the professions and for leadership in commerce and industry.

The session which it is customary to put at the disposal of the Committee for the Investigation of the Mental and Physical Factors involved in Education was this year occupied with the discussion of three problems. First, the Examination of Mentally Defective Children, and then the Psychology of Reading and Writing. The report on the Examination of Defective Children was presented by Dr. Shrubbsall. The conclusions of his expert Sub-Committee

are that the current procedure is adequate for the detection of obvious mental defect, but that in doubtful cases existing resources are quite insufficient. The teacher, the doctor, and the psychologist should all have their part in the examination. No one can judge so well as the teacher whether the child whom he has been striving to instruct can profit by ordinary instruction; the doctor is best able to determine whether the deficiency is due to physical abnormalities or to diseases which admit of remedy; while the psychologist is required to investigate the obscure causes of mental disturbance.

The discussion upon Reading was opened by Prof. Green, who defined the problem as two-fold—the nature of the dexterity involved and the child's attitude towards the dexterity. Mr. Dumville and Miss Foxley contributed accounts of experiments and observations which they had themselves made, the results of which led them to favour the look-and-say method of teaching reading as against the phonic method. The analytic nature of the latter method, it was suggested, is contrary to the teachings of genetic psychology. In the natural order the word-whole, or even the phrase-whole, is grasped, though indefinitely, from the very beginning; the analysis and the spelling of the word does not come naturally until the child realizes that it is important. Children, even those trained on phonetic methods, when left to themselves, do not apply the method. Prof. Green emphasized the importance of making reading meaningful and messageful from the beginning; the literary interest of what is read should appeal to the child throughout. Principal Donaldson gave an account of the Melville Bell system, by which to each sound a definite symbol is attached—a system which has proved valuable in the training of deaf mutes. Incidentally, Sir James announced himself a heretic as to the importance of correct spelling: he would let everyone follow his own fancy in spelling, as folk did before the compositors made our present conventional spelling to suit themselves. Prof. C. S. Myers summed up the discussion with the suggestion that, although the phonic method set up associations between elements, sounds, and symbols, which had then to be respectively combined into word-wholes, spoken and written, before the meaning could be made out—a wasteful because a roundabout process—yet it will not do to depend entirely upon the look-and-say method. Language began with the word, which then became a symbol or letter, and to-day word-wholes are combined to form larger wholes and longer words. A method, therefore, which sought to teach each word-whole separately would prove extremely laborious.

Of the two papers by Drs. Brown and Rusk on the Psychology of Writing and on Movements in Handwriting, the teacher will find the latter full of suggestions which can be turned to immediate account. Three forms of movement are involved in writing—finger movements, the movement of the wrist which tends to keep the palm of the hand flat upon the paper, and the movement of the shoulder joint and elbow by virtue of which the hand passes across the page. The hand tends in writing to move across and upwards, a movement which has to be inhibited with a consequent waste of energy if the page is parallel to the desk. To render this movement as easy as possible, and at the same time to keep the lines regular, the page should be tilted so that its edge is almost at right angles to the forearm. With regard to the wrist movement, so far as this is utilized to keep the palm flat, it is needless: there is no reason why the hand in writing should not rest on its edge. A problem which has not yet been solved is whether finger movements or movements of the hand and arm should be used in forming the letters. It is found that adults as a rule make no use of finger movements, yet in teaching writing finger movements are generally insisted upon. From the latest experiments it seems probable that hand and arm movements should be used for up and down strokes, but that finger movements give a better result in the rounded letters. A very simple piece of apparatus has been devised by Judd for isolating the

movements of the hand from those of the finger—simple enough for use by any teacher who cares to experiment for himself.

It is to be hoped that Prof. Findlay's Committee will apply the experimental research method to other practical and well defined issues, for teachers at present are, in the main, inclined to be sceptical of the value of the method.

The session closed with a trenchant attack by Principal Donaldson upon the Scotch Education Department, the Committee of My Lords of the Privy Council which seldom or never meets, and whose members individually have almost no knowledge of the documents and directions issued in their name. Those who lived through the troubled years in English education between 1902 and 1907 or 1908 will sympathize with the Principal in his complaint of the continual change of plan in Scotch education and the never ceasing uncertainty as to what the next move will be. The restlessness of the Department has unsettled both teachers and pupils. More serious still is it that the Department has allowed the standard of attainment among the teachers to fall steadily. Thanks to the low salaries, the poor prospects, and the continual interference with their work, the high Honours men of the Universities have ceased to enter upon teaching, or, if they have, have left Scotland. The old democratic educational system of which Scotland was so proud is being Germanized in the interests of a class. The public are not properly informed of the alterations as they are made, and those who they most concern—the teachers—are not consulted. In the Principal's opinion it is necessary that the Board of Education Act of 1899 be applied, *mutatis mutandis*, to Scotland, and more important still, that the new Minister for Education be assisted by a Council of Education on which teachers are adequately represented. Of such a Council, it may be remarked, the new Registration Council in England gives promise.

To the discussion of the Present Teaching of Mathematics in England there is but little space left to refer. Dr. Nunn, Dr. Pinkerton, Dr. Milne, Mr. Eggar, Prof. Silvanus Thompson, and Principal Griffiths were the chief participants. The two last agreed in deploring the loss of the rigid Euclidean sequence in Geometry. The student of University rank is not, in their opinion, so capable as his predecessor was of following a long chain of reasoning and of appreciating the meaning of a mathematical proof. Mr. G. F. Daniell, from his experience as an examiner, controverted their argument; and Dr. Nunn, by anticipation, also answered it in part when he pointed out that reasoning is after all a function, an element entering into intellectual activity, and must, therefore, be differently exercised at different stages of mental development.

Mr. Strong and Mr. MacGillivray read papers upon the Scottish Leaving Certificate, to which extended reference is impossible. Your reporter came away more impressed than ever with the formidable and arbitrary character of the control which results from the system. As Mr. Strong said, any subject can be squeezed out of the curriculum or forced into it by a simple change of regulation. It is a power too great to be entrusted to any person or body short of a Council widely representative of current educational thought and practice.

Of the reports presented by Sub-Committees, that on the Influence of School Books upon Eyesight deserves to have a far reaching influence. The Sub-Committee have set out concisely and in non-technical language the hygienic requirements to which all school books should conform, and the report is illustrated by specimens of type classified according to the different age periods for which they are suitable. Such a paper would be of the greatest assistance to any one who has to select books for children's reading, and it is to be hoped that arrangements will be made for its wide circulation among administrators, teachers, and others.

The Council of the Association has this year arranged to issue the President's address, the reports, and the abstracts of papers read, in a small volume for each Section, instead of

waiting for the annual publication of the proceedings of all Sections in one bulky and expensive volume. To this pamphlet we must refer those who desire to follow out the discussions of which we have given only the outline.

It remains to add that the arrangements of the Local Committee for the housing of the Section and for visits to schools, experimental gardens, and other educational institutions were admirable. The attendance at the Dundee meeting was almost a record, and English visitors will long remember the generous and warm-hearted reception given to them, both publicly and privately, by their Dundonian hosts.

MR. STANLEY LEATHES ON MODERN LANGUAGES IN EDUCATION.

THE First Civil Service Commissioner has given in the *Times Educational Supplement* his estimate of the comparative value of ancient and modern languages, and indicated how he would have our secondary schools remodelled if this estimate is accepted. Any pronouncement coming from such an authority must command attention. "The Arch-Examiner," as he styles himself, is or should be a polymath, able to hold the balance not only between the Old and the New Learning, but also between science and letters, the Humanities and *Realien*. Mr. Stanley Leathes, with singular frankness, produces his own credentials, and in so doing shows that, in spite of his endeavour to be fair and impartial, his antecedents disqualify him as a judge in the matter. The first quarter of the article is a glowing retrospect of his own school education, which was on strictly classical lines:

Mathematics took a back seat; you could learn some if you liked, but no one bothered you much if you did not like. We used to draw a great many maps, and we took great pride in making them look neat and pretty, and decorating them with water colours; we learnt no systematic history; there was a little science going, which used to turn up in the most capricious way. . . . I have never done a laboratory experiment in my life.

For himself, he would not have had it otherwise. He regrets not an hour that he spent in "settling the business of enclitic *de*" or grinding out longs and shorts, and he is convinced that nothing but Latin and Greek could have given him such a sound and logical training. But he allows that he is one of the chosen few who have "on manna fed and drunk the dews of Paradise"; he has pity on the hungry multitude who have no stomach for such diet of the gods, and he would not send them empty away. Latin and Greek he would reserve for the elect. He would have all boys begin with French, and then promote those who showed linguistic ability in the easier language to a special class or classes of "Grecians." Under such conditions he prophesies that "boys would learn more Greek and Latin in four years than we did in ten." No graver condemnation of the *ancien régime*, we may note in passing, has been pronounced by the extremest of modernists. The remainder, the less gifted, will form the Modern Side, and, while continuing their French, with the possibility of adding German, will devote the bulk of their time to science, mathematics, and English, including modern history and geography.

Widely as we differ from Mr. Leathes's premises, we welcome his conclusions and hope that, as Examiner-in-Chief, he will act upon them. Henceforward no boy is to learn Latin and Greek unless his parents express a wish that he should do so. If we could imagine the two Head Masters' Conferences persuaded by Mr. Leathes to adopt a resolution to this effect and to act upon it, we might without exaggeration say that the whole course of secondary education in England would be revolutionized. But certain riders follow which Mr. Leathes fails to see or to which he deliberately shuts his eyes. Thus he assumes that the bulk of Oxford and Cambridge scholarships will continue to go to the chosen few, the classical

scholars, and apparently, if his estimate of the relative value of ancient and modern languages is accepted, the same rule will hold with all the higher appointments in the Civil Service. Again, we ask what will be the relation between the new Classical and Modern Sides? It is absurdly assumed that all boys on the reformed Classical Side will be "industrious and gifted." It follows that the Modern Siders, if not idle and stupid, will be at any rate less industrious and gifted, and that their school status will be one of inferiority. But what right has Mr. Leathes to assume that linguistic ability is the supreme test of moral and intellectual excellence? Is a young Darwin who cannot, to save his life, write a decent elegiac couplet to be dubbed, as in the past, a *pocourante* and be condemned to take a lower place as a "commercial"? Are his "Grecians," as at Christ's Hospital, to be synonymous with the Head Form? Some of the *obiter dicta*, as coming from the "Arch-Examiner," fairly take our breath away. "If a parent wants his boy to learn French and German he had better see that he learns them before he is ten; if possible, before he is eight." This ideal is to some extent realized in the families of the Russian aristocracy, and of the results we may judge from the novels of Tourguénief and Tolstoy. It is quite possible to be ignorant in three languages, and we have never observed in Anglo-Indian children any of those advantages that Mr. Leathes attaches to infantine bilingualism.

No less amazing is his depreciation of, we might almost say his contempt for, the German language and literature. German accident is "very arbitrary and can only be mastered by an effort of memory." German pronunciation "is not comparable in elegance and accuracy to French." "German literature, for our purpose, begins with Lessing and almost comes to an end with Heine. In that period we cannot say that there was any German history." "I cannot imagine any one practising translation into German except for sheer necessity. But it is not undesirable that schoolboys should have some disagreeable task." The one good word he has to say for the study of German is that "the German lyrics of the great period show what poetic genius can do, even with the most intractable material."

No German literature worth reading earlier than Lessing or later than Heine! No history in the period that laid the foundations of Prussian hegemony and the German Empire! No German prose to be imitated except for the same reason that a missionary practises Cherokee or a China merchant pidgin-English! German an intractable language for poetry! The remark would be much truer of the French language, which does not admit of blank verse, the stateliest and most flexible of all metres. Matthew Arnold—no mean judge—expresses the relief he felt in passing from French alexandrines to German rimes. To German science, theology, and philosophy, the theatre and romance, there is not even a passing allusion. And as to German style, have Englishmen nothing to learn from Monmsen and Nietzsche, to name at random two authors at the opposite poles of thought?

With French literature and language Mr. Leathes is better acquainted (has he not himself examined in them?), but here too there are singular gaps in his knowledge. "French literature is, and always has been, divorced from politics." Chateaubriand, Guizot, Thiers, Victor Hugo, for instance, in recent times; and had Mr. Leathes read Taine's famous monograph he would not have made the absence of political and social allusions the differentia between La Fontaine and Horace. We might continue, but we have given enough instances to prove that Mr. Leathes has not the same knowledge of modern literature that he has of classical.

We began by endorsing the main conclusion of the article; let us end by approving one at least of the riders. "A point must be reached in every boy's career at which the literary study of the language should become of more importance than the oral." Mr. Leathes would have French literature studied with the same minute accuracy as the classics. He allows that hitherto French and German have not had a fair trial in schools, and that he cannot tell what results they will produce if they are properly taught and a proper amount of time is allotted to them. Even now we could introduce Mr.

Leathes to schools where boys "obtain the kind of familiarity with foreign nations that we used to get from reading Latin and Greek," and they not the élite, like himself, but whole classes.

THE TEACHERS' REGISTER.

AN INTERVIEW WITH DR. MCCLURE.

MILL HILL was in a summer glory when I climbed to the brow a few weeks ago. It was my first visit. The beauty of the place held me in thrall. Dr. McClure's school mansion is a cradle for poets. If a youth is to dream dreams and entertain visions, there is no fairer spot to which they may throng as guests. Full in front, but beyond a wooded interim, stands Harrow Hill and the spire in whose shadow the boy Byron lingered day-dreaming. In the vale between the red hand of the suburban builder obtrudes. It can never utterly spoil the fair domain in which the schools, twin inheritors of this landscape, have their setting.

As to the teachers themselves, Dr. McClure has neither dream nor desire of exalted isolation. He is the champion of solidarity; in open places and in secret he has worked for that visible covenant of union which is, we hope, made sure and firm by the Registration Council. His wit and optimism have oiled the slow wheels of officialism, and now that the machinery is made and many begin to whisper their doubts as to its efficacy, the same strong optimism rings out. "What special difficulties do you anticipate?" I asked. "I anticipate none," came Dr. McClure's reply. "We beget difficulties by anticipating them." This is the right spirit with which to face the future.

Dr. McClure sketched for me the familiar history of the Register: its burial in the gulf fixed between Column A and Column B—"a funeral with few tears"—and the proceedings which led to the resurrection of a braver measure not destined to die of a cloven heart. It was interesting to hear the story from the lips of one who was in all the goings and comings at Whitehall. I inquired as to the attitude of the official mind. "I must acknowledge," said Dr. McClure, "the sympathy that was always meted out to us. Officialism has been regarded as a stone of stumbling in our path. That is a wrong conception. One of the best known officials at the Board of Education said that he was by no means opposed to a Register, but he did consider it to be an insoluble problem. I think I ought to add that our views on the question of the Register were considerably modified by contact with the Board. Sir Robert Morant deserves a special meed of praise. As for Mr. Pease, his eager sympathy has not surprised us, but we have marvelled at his thorough grasp of detail. Teachers may well remember that officials are not the bugbears they are sometimes painted." On the whole, Dr. McClure has found the Head Mistresses' Association far keener than the Head Masters'. The significant fact that the Register will give an impetus to the training of teachers has specially impressed the former body.

Most educational problems of our time are, in essence, financial so far as administration is concerned. "Money is the root of all—education," Dr. McClure would say. He sees the perils of poverty that loom ahead of the Register, and has tried to steer it clear of the "shallows and miseries." He played a chief part in drafting the proposals on which the Government based financial help towards the successful issue of the measure. "The cost of initiation is always high, and necessarily so," he said in answer to my solicitude for after years; "but I believe it is perfectly possible to produce in three years a Register that shall be self-supporting. Suppose there are twelve thousand members and you have a small annual subscription of 5s.; that yields £3,000 a year, which should cover everything and cover it handsomely. I do not see there need be many meetings of the Council."

I pointed out that teachers had many demands upon their purses—which are lean enough, in all goodness—and a tax of 5s. a head was not a pleasant prospect. Various organiza-

tions and societies appeal to teachers for their life-blood, which is revenue. "And what of teachers in elementary schools?" Dr. McClure said he did not think these had so much to gain as the secondary teachers, but, when the Register is really "a going concern," there will, he thinks, be a generous response. "The outlook is not all gloom," he again assured me.

We passed to speak of the work that awaits the Council, and Dr. McClure gave himself rein. It is a theme that fires him. "The ministry of unification—of reconciliation, I might almost say—among the various branches of the profession is what the Council must seek to fulfil. We are all disunited at present. I think it is true to say that secondary teachers do not understand in anything more than a superficial sense the problems our elementary teachers have to face day by day; nor do these look with anything of favour and sympathy upon their brethren in the higher reaches of education. I am speaking generally, of course; but this division is a tragedy. And there is a chasm between the schools and the Universities, so far as the teaching staffs are concerned—a chasm with scarce a bridge across. You will agree with me that it is time this insular policy were modified. The Council can help to make us more continental."

I interpolated the phrase "the educational ladder," venturing to suggest that the common meaning of ascent from the humblest classroom in the land to Trinity was only half the truth. Surely the idea of descent from that same Trinity back again to lowliest schoolhouse was not to be excluded? When we can get the flower of the Universities into the elementary schools of the kingdom we shall have gone far to solve a problem upon which a famous circular threw a searchlight. As to this ladder of descent, Dr. McClure said "an educational sieve" was quite as much needed. "It ought not to be possible for a University 'anybody' to get into the profession. There must be a method of selection. The Council has legal power, I think, to do more than make and keep a Register. That is its duty, but not its sole duty, and I hope it will move tactfully in the direction of ordaining a refining process. The Register, I take it, will not be a mere alphabet: it will contain some record of training and experience." As to the analogy of the Medical Association, about which I asked, Dr. McClure said it was anything but close. "It does not include nurses, for example."

I wanted from one who has worked without stinting and without misgiving for the establishment of the Council a statement of hopes and fears in regard to it now that it has come to pass. Characteristic was the reply: it spoke of hopes only. "I feel that, in the first place, it will bind together different sections of the profession. That is a glorious work. In the second place, this body of expert opinion will be, or ought to be, a valuable guide to Governments in any legislation that touches schools and teachers. It may also become a kind of Court of Appeal to which matters requiring fine discernment and adjustment may be referred. I look to it also to act as a centre of crystallization and give a solidity and dignity to the profession, which term, by the way, promises to become a reality now and no merely courteous convention. It is only a dream of mine as yet, but I hope the Council will give an impetus to the training of teachers. The conditions of registration must ultimately, I think, include training as a *sine qua non*. Personally, I feel that eventually the teaching profession will become part and parcel of the Civil Service."

These last words surprised me greatly. I was thinking of the dumbness that would be the price to pay—the loss of freedom of experiment and of speech. Dr. McClure divined the cause of astonishment. "There is no need for fear," he said. "In Germany teachers have as much elasticity of experiment as we in England, probably more; and the genius of the British people is against tyranny. If teachers were Civil Servants it would exalt them in the social scale and be a public acknowledgment of their just claims. It is their only real safety. They would have security of tenure and be kept from the disgrace of that 'order of the boot' which is the only 'honour' conferred upon them at present."

SYDNEY WALTON.

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- Boarding Schools and Day Schools. *Times Educational Supplement*, September 3.
Leading article.
- British Boys' Training Corps. By Lieut.-Col. Alsager Pollock. *Morning Post*, September 10.
- British Museum, Schools and the: a popular innovation. By Cecil Hallett. *Times Educational Supplement*, September 3.
An account of his work by the Official Guide at the Museum.
- Business Education.—I. *Accountant*, September 7.
- Child Warfare: Early Wage-Earning: Preferred Training. By a Head Mistress. *Daily Telegraph*, August 29.
- Crouch End High School and College for University Students. By Dominie. *Gentlewoman*, September 7.
Description.
- Dramatic Method of Teaching. By Harriet Finlay-Johnson. *Chambers's Journal*, September.
". . . A living page, instead of dry bones."
- Educational Outlook: Schools and Scholars. *Morning Post*, August 30.
- Educational Subjects. *Pitman's Journal*, August 31.
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- Experimental Schools: Three Northumberland Examples. *Architect and Contract Reporter*, September 13.
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- Grants by the State to Local Authorities in Aid of Elementary Education, Memorandum on the basis of. By J. Beckett. *Accountant*, September 7.
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- Hobbies, Our System of. Schools and Scholars. By A. S. D. *Morning Post*, September 20.
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- Holidays in the Park: Sand Babies. *Daily Telegraph*, August 29.
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- Illumination of Schools, Notes on the Artificial. By J. Gilbert Woolham. *Medical Officer*, September 21.
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- Manual Training. Schools and Scholars. By B. *Morning Post*, September 6.
- Medicine, Choice of. *Hospital*, September 7.
Qualifications required for medical education.
- Modern Languages and Education: A Study in Comparative Values. By Stanley Leathes. *Times Educational Supplement*, September 3.
See article.
- Open-Air School, Future of. By E. A. H. Jay. *Morning Post*, ". . . It seems, therefore, to have a future before it, but at the present moment it is still in an experimental stage."
- Public Schools and Caste. *Daily Telegraph*.
Series of articles spread over a period.
- Public School and Modern Life; Aloof from Reality; Instant Revision Needed. By A. C. Benson. *Daily Telegraph*, August 29.
- School Service: What it offers to the newly qualified. *Hospital*, September 7.
- Sea Training for Boys: New Grants and Old Difficulties; Questions for the National Conference. By Geoffrey Drage. *Times Educational Supplement*, September 3.
- Spontaneous Education: the Montessori Method. By Herbert Burrows. *Contemporary Review*, September.
- Sunday, The Modern. By J. B. *Christian World*, August 29.
Religious Teaching and subjects.

Street versus School. Schools and Scholars. By A. S. D. *Morning Post*, September 13.

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Technical Education: Schools for Training Printers. *Times Printing Number*, September 10.

Trades Training Schools. *Architect and Contract Reporter*, September 6.

Deals with the report of the judges on examination of productions.

Variety or Uniformity in Education, *Athenaeum*, September 21.

". . . These things are not achieved in any place where individuality is suppressed."

A NOTE ON THE TEACHING OF GEOMETRY.

By CHARLES DAVISON, Sc.D., F.G.S.

THE present methods of teaching geometry came into general use in 1903, though Euclid lingered on as a textbook for some examinations for two or three years longer. We have, therefore, had about nine years for testing the value of the new methods, for determining what we have gained and what we have lost by the abolition of our time-honoured manual, for deciding whether to press on in the same direction as hitherto or whether it would be wiser to retrace our steps. For, unfortunately, the general gain has not been unaccompanied by manifest loss, though the proportions of gain and loss have varied in different schools. In those which can afford to act more or less on their own account the gain has probably predominated. In others it is possible that the loss has often outweighed the profit. It would not be difficult for many a teacher to point to schools in which the results of the changes, so far as the teaching of geometry is concerned, are deplorable.

We have, in fact, arrived at a situation not unlike that which prevailed in Italy more than forty years ago. In common with other Continental nations, the Italians had abandoned Euclid as unsuitable for modern educational needs. The result was found to be so unsatisfactory that, in 1867, the Government appointed a special commission, consisting of Profs. Cremona and Battaglini, to inquire into the state of geometrical teaching in the Ginnasi or classical schools of Italy. They reported that this state was so defective, and the number of faulty textbooks so considerable, that they were compelled to recommend the re-institution of Euclid in all the Ginnasi, and their recommendation was adopted.

A few years later, in 1871, an order was issued by the Italian Government, from which two quotations may be made with advantage. "Mathematics," it is urged, "should not be looked upon as a mere collection of intrinsically useful propositions or theorems of which boys ought to acquire a knowledge in order to be able to apply them subsequently to the practical purposes of life. The study should be regarded principally as a means of intellectual culture, directed towards the development of the faculty of reasoning, and to the strengthening of that just and healthy judgment which serves as the light whereby we distinguish truth from that which has but the semblance thereof." And, further, coming to details, "the teacher is recommended to adhere to the method of Euclid as the one best fitted to establish in the youthful mind the habit of thoroughly rigorous reasoning."

At a first glance, the present state of geometrical study in England may be held to resemble that with which Profs.

* Quoted from Dr. Hirst's presidential addresses to the Association for the Improvement of Geometrical Teaching, First Annual Report, 1871, pages 10-11; Second Annual Report, 1872, pages 10-13.

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Cremona and Battaglini were confronted in 1867. Euclid has, with some rare exceptions, been entirely abandoned in this country. During the few years which have elapsed since this step was taken we have seen the publication of more than fifty new textbooks. A marked feature of many of these modern works is that they have become conversational; we miss the old Euclidean form; it is difficult to detect the reasoning amid the maze of words. They explain too much, and give too many illustrations; the reasoning is sometimes loose, and occasionally faulty; the exercises are easy, and the least difficulty is smoothed away by a hint that as often as not ought never to be required. These new textbooks are written by teachers in every class of school in the country, and for every kind of pupil, and it is possible that much of the slipshod reasoning and the tendency to over-explanation are designed to meet the wants of pupils who are perhaps below the average level of intelligence.

On the other hand—and it is this which permits us to take a hopeful view of the situation—some of the best textbooks are of a high order of merit. They retain what was good in Euclid—all the more important theorems and his rigorous mode of reasoning; they supply many of his defects and improve some of his methods; they insert the new material in its proper place in the course, and the whole geometrical course is shortened. In two respects—in the use of hypothetical constructions and the close grouping of connected theorems—the recent textbooks mark an advance upon Euclid. These, in my opinion, are advantages which should outweigh in time whatever else we may miss in the abolition of Euclid's Elements.

We have, however, a serious loss to face, in that we have no longer a single textbook, or at any rate a single sequence of propositions, in use throughout the country. No other textbook, good as many of them are, has yet clearly outdistanced its competitors, nor has any syllabus been suggested which appears likely to command general assent. It was no

slight advantage for examination purposes to have a recognized sequence of propositions and similar methods of proof; but even this advantage dwindles into insignificance when compared with that which our pupils possessed in their transference from one school to another.

It has been suggested that we should return to the sequence of Euclid, or that a sequence should be devised that should prevail throughout the country. The former alternative is one that I trust may remain for ever outside the range of practical politics. The other is a consummation devoutly to be wished. But it is important that any scheme suggested should be subjected to the most careful scrutiny, not by a committee on which experienced teachers are unrepresented, nor by one in which opinions tend mainly in a single direction, but practically by the whole body of teachers engaged in mathematical work. At the present time the teaching of geometry suffers, I believe, not so much from the recency of the change as from the rapidity with which the change was made, the hurry with which the new schedules were drawn up, and the competition of textbook writers to be early in the field.

Take, for instance, the schedule adopted in 1903 for the Previous Examination at Cambridge. It begins in the usual way with two or three propositions on angles at a point, followed by the same number on parallel straight lines. Then comes the theorem that the sum of the angles of a triangle is equal to two right angles. How the Cambridge Syndics intended this important theorem to be proved we may perhaps infer from the textbooks of which two of their number are joint authors. In these the Euclidean proof is given. Euclid's proof in the Elements is, however, valid, for he shows first that the exterior angle is greater than either of the interior angles, and therefore that the line CE drawn parallel to BA falls *within* the exterior angle. But the schedule and the textbooks founded on it include no such provision, and the reasoning contained in them is therefore incomplete.

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AN extremist of the *école laïque* proclaimed to the world some little time back that the International Moral Educational Congress had "fallen among thieves." "Thieves" was a pretty euphemism of this writer for theologians.

Well, the second International Moral Education Congress met in a country where the political party in power is clerical and reactionary. That party did not touch the Congress with the hem of its garments, although it was under the high patronage of the Queen Mother, who graciously forwarded a message of cordial sympathy to one of its sessions. On the other hand, there sat on the Dutch National Executive, Catholics, Calvinists, and Freethinkers, who co-operated throughout with good sense and impartiality. A similar and powerful Committee was also established in France, upon which sat Catholics (of the Modernist type), Protestants, Jews, and Freethinkers. Such combinations for educational purposes were novel in the histories of both countries. Apart from the holding of the second Congress the constitution of these national committees on so representative a basis has been a factor of considerable moment for the countries concerned, especially in France, where a powerful Moral Education League, equally representative, has resulted.

Many things happened at the Congress, but if one thing is certain it is this—it was not captured by the theologians. One expected the Dutch theologian, of the rigid Calvinist type, to have been much to the fore. *Il n'en était rien.* I asked for some explanation from my Dutch friends. I was informed that, in the first place, the Dutchman is by nature reticent on religious matters in public debate, and, secondly, that he was somewhat taken off his feet by witnessing the novel spectacle of Freethinkers no less obviously serious and convinced than he is himself. The puzzling psychology of this novel situation contributed largely to keep him tongue-tied. The Belgian cleric, however, was neither reserved nor

puzzled. On the whole it would, I think, be correct to state that the definitely clerical (what our good friends in Holland style the "confessional") point of view was put forward with restraint and moderation. A similarly chastening operation appears to have been at work also on the representatives of the *lay* idea, some of whose most redoubtable protagonists appeared on the platform—to mention only Ferdinand Buisson and Séailles from France. Clericals and Freethinkers—employing these terms roughly for broad distinction—are both learning, by rubbing shoulders together at these Congresses, to give a less crude and less polemical formulation of their thought than has hitherto often been their wont. They are also discovering that there is far more common ground to co-operate upon than they had deemed, and they are manifesting a far more eager desire to co-operate where this proves at all possible. If this judgment be correct, there is already great gain.

The Congress was, none the less, passing through a crisis. Would the orthodox and the heterodox hold together? There were apprehensions on both sides. And the capture of the Congress by either section would have spelt disaster, for the ultimate aim of these Congresses is surely to discover the unity of the spirit amid the widest diversity of its operations. Thanks to the organizers, it may now be stated that the two sections have held together and are now likely to continue to hold together. This result is due to the fact that the utmost impartiality of treatment of the most diverse expressions of conviction has been throughout observed, that every school of thought could have utterance in the Congress Papers, and every species of orator find his way to the rostrum. For this result, however, a heavy toll had to be paid. The Papers of the Congress cover over 1,200 pages. Four-minute orators trooped in interminable queue to the platform, their orations often ruthlessly cut short when the divine afflatus was only just making itself manifest. It was very tantalizing; and, when there was an orator worth hearing on the stage, the audience at times could ill restrain itself from challenging the chairman. We were paying the penalty of the exercise of a strict impartiality. There could be, under the circumstances, neither a careful selection of papers nor a careful selection of speakers. Far more in this direction will be possible when the next Congress takes place. We shall be able to concentrate more resolutely than in the past on common ground, with the result that the educational value of future Congresses should be considerably enhanced. The field is now fairly surveyed; the period of constructive work begins.

It is impossible in a brief article to do more than glance at the volumes and the discussions. All I can hope to do is to convey to the reader some indication of trends. But if one turn merely to Prof. Sadler's perfect little paper which has the place of honour in the Congress Volumes, or if one heard merely the very first speech of the Congress, he would catch something of its spirit and significance. Prof. Sadler emphasizes the unique importance of the Christian tradition of life and thought as a factor in Moral Education. The first speaker at the Congress was, however, a Mohammedan, whose "El Salam Alaïkom" fell upon us as our first benediction, and the speaker who made the deepest impression on the audience was a Hindu, Dr. Sarvadhikary, of the University of Calcutta. This speaker received an ovation, and the Congress paid him the highest compliment in its power by electing him the first Oriental member of the permanent Executive.

I hope these last few sentences convey something of the scope and variety and world-wide significance of these Congresses. A few statistics may, however, confirm the impression. The Congress numbered some nine hundred members. Of these, 400 were Dutch, 150 French, 130 English, 60 Russian. Other members hailed from Algeria, Austria, Belgium, China, Egypt, Hungary, India, Japan, Persia, Peru, the Scandinavian countries, Spain, and the United States of America. Of countries outside Holland, France was the most adequately represented, not only in numbers, but in the standing of its representatives. No other country sent so fine a team as Boutroux, Buisson, Séailles,

Bureau, and Delvolvé. For England, Germany, and the United States, Sadler, Foerster, and Adler were the sounding names.

Among the English contributors to the volumes of papers are Dr. Sadler, Prof. Mackenzie, Prof. Adamson, Dr. Saleeby, Mrs. Bramwell Booth, Dr. Hayward, Mr. F. J. Gould, Mr. Gustav Spiller, and Mr. Harrold Johnson. Mr. F. J. Gould also gave a demonstration moral lesson to a small class of English children before a crowded audience of members of many nationalities, and probably proved thereby—if one is to judge by the splendid reception the lesson obtained—better than all the debates that "one touch of Nature makes the whole world kin."

I should like to conclude this brief article with the closing words of a paper contributed to the Congress: "What we need increasingly to learn, and what, I trust, this International Moral Education Congress will in some measure teach us, is that in preparing the child through education for the social life upon which he is about to enter, we should emphasize far more than we do the things that bind us all into one fellowship, and far less than we do the things that divide us into our various sects of the Pharisees and the Sadducees. The child will, in the long run, prove to be our reconciler."

HARROLD JOHNSON

THOUGHTS ON THE MONTESSORI METHOD.

By SUSAN PLATT.

I SUPPOSE most teachers have by now read Dr. Montessori's book, and have gained much inspiration from its pages. It is a remarkable book by a remarkable woman, and is worthy of our careful and sympathetic study. We are at one with her when she speaks of the stationary desks and chairs to which children are pinned like dead butterflies, and we may well ask with her what we are doing with the *spirit* of the child under a regime which makes it possible for its *body* to become deformed. We are at one with her when she tells us that we pour into the children the intellectual content of school programs, and that we are in danger of suffocating them. No doubt, too, she is right when she tells us that we often approach them with "foolish" stories, and I think that her "Children's Houses" must be wonderfully bright spots in the wretched tenements of Rome. But I do not follow her when she says that the mothers in the tenements "enjoy the privilege" (?) of going to their work with easy minds knowing that their children are cared for, and that "the transformation of the house must compensate for the loss in the family of the presence of the woman who has become a social wage-earner." Surely no system of education, however fine, can compensate for the absence of the mother from the home! It is sad, too, to think that children have to be expelled from the "Children's Houses" because of the sins of their parents.

The section on the abolition of rewards and external forms of punishment is most enlightening. I know from experience that children trained on rational lines do not want rewards for good work and do not need punishment. On discipline through liberty, on the observant attitude of the teacher, and on many other fine things in the book, I need not here dwell. They have been discussed at great length in England and America, and are familiar to most teachers. The sense-training methods are by no means new, and were, I believe, originally suggested by Dr. Fernald, of Waverley, Mass. They are already in use in England, and have been for many years, notably in the Sandlebridge Homes and Schools for the permanent care of the feeble-minded, to which schools a notable Englishwoman, Mary Dendy, devotes her strength and energy.

So much for the book. But now to what I consider a point of great importance. It seems to me that we teachers

in England, not being very original ourselves, but "extraordinarily receptive," are rather given to swallowing methods wholesale. We are so afraid of being behind the times, of being thought old-fashioned or inelastic, afraid in fact of being ourselves. We are also rather apt to forget that remarkably good work is being done by English teachers. And when I am told by one prominent teacher that she is "introducing the Montessori Method" to her classes of happy children who come from cultured homes, and when I hear that another keen educationist has asked his committee for the necessary funds to introduce the method to his children, also of the cultured classes, then I begin to hate the very word "method" and to say, "Poor children and poor teachers! what have you not suffered from methods?"

It is only of late years that we have found out that even the methods of Froebel, that great and inspired teacher, are not really suitable to English children; but we surely reach a height of absurdity when we assume that methods which have been successful with poor little feeble-minded Italian children in tenements should be necessarily the best for English children who come from good homes. This wholesale adoption of new methods is the bane of education in England. Take, for example, the "textbook" method. We, at school, were over-ridden by textbooks; we learned our lessons off by heart, and the teacher heard them—a very faulty method, though we *did* learn self-dependence in the process. But the tide turned: "Away with the domination of the textbook! Let us have the living voice of the teacher!" became the cry. So the teacher "got up" notes of lessons, and buried himself in the tomes of libraries and museums. The children had an easy time, for little was demanded of them. The teacher did everything, and poured out oceans of talk on the passive class, while the minds of the children were, fortunately, far away, revelling in fields of delight of their own, unknown and unheeded. But methods changed again, and "Away with all this!" was again the cry. "The teachers' throats are aching; their voices are worn out; they are suffering from nerves." The children, too, had little to show for all this energy of voice expended upon them. They had all this time been happily unconscious of most of this great outflow of words. And now there was danger lest their minds should become as dormant as their bodies. For it was wonderful how constant practice had taught them to keep their bodies rigid on a hard bench and their eyes awake while their souls were asleep. "Awake, then, little sleepers!" cried the exponents of the new method. "We must base our teaching on things; away with books and the talking teacher. We must be active!" And now the child weaves and cuts out cardboard, and both teacher and child are active, and neither has yet rebelled. The teacher tries to follow the new method, the child is adaptable, and the books lie neglected and dusty on the shelves. We are, no doubt, a progressive race. At any rate, we shall not fall behind through lack of trying to take up each new idea as it comes along.

Have we not for years, in our big elementary schools, taught *Swedish* drill to hundreds of shivering *English* children, with bad boots and weak bodies? Against our better judgment, mind you, for the teachers have always known better than the powers that be. Yet methods have again changed, and now we teach dancing and skipping, and discard *Swedish* drill, yet the little bodies are still tired and aching, and many of them have been at work for hours before coming to school.

One might multiply instances in all schools, elementary, secondary, or what not, but these may suffice to teach us that the methods of others are not always for *us*. And the Montessori Method—the outcome of devoted work with the feeble-minded—seems of all methods least adapted to the education of bright intelligent children, brimming over with life and energy. Surely such keen children, who come from cultured homes, learn quickly and easily without all this paraphernalia of material! Suitable, no doubt, it is to the poor little afflicted children of Rome; suitable, with modifications, for the "Children's Houses" of the tenements,

where the mothers "go to work." But for our happier English children, Never! One has only to see the feeble-minded child at work in order to realize the vast gulf between him and a child of even ordinary intelligence. By all means let us gain inspiration from the work of others, but let us learn our methods from our own children, where Dr. Montessori learnt hers. Give the children the right environment, a surrounding of streams and hills and running brooks; leave them free and happy and untrammelled; let them be guarded and protected, but interfered with as little as possible; and let us be content to learn from them. One cannot "apply" (I detest the word, though it is Dr. Montessori's own) methods to such children.

Truly all roads of argument on the education of children lead to the same goal—the home to which the child returns when school is over. What of the tenement houses described in this book? What of the "blocks" and "dwellings" of our great towns? Surely even better than the palliative of a "Children's House" would be the giving of a home to the little child—a home in which it could grow up in the fresh air and sunlight, a home in which the father and mother should be responsible for its welfare. When the home is a "block" or "dwelling," and the parent is relieved of all responsibility with regard to his children while these are of school age, what hold has he over them when they leave school? Would it not be better to spend our money on raising the wage standard, and giving the workers homes worthy to be the growing-places of the souls of little children? The lazy, drunken, and neglectful parent would soon cease to exist, for parents in the main love their children and would do well for them if they could. The mother with a home to keep would no longer haunt the public-house, and the problem of the feeble-minded and cripple child would be nearly solved.

Compulsory education of children in masses in our large elementary schools is a negation of all true educational ideals. Children should be educated in groups, not in masses. The constant readjustment of teaching methods to the large class serves only to lower continually our educational ideal. Compel the children to come to school, and you must feed them if they are hungry, clothe them and wash them, and give them medical attendance, and pat yourselves on your broad County Council backs, because you have been the first to provide shower-baths or open-air schools for them. Yet surely it is the parent who should do all this for his child, and who would gladly do it if he had a sufficient wage to provide a home for them instead of a "dwelling."

Instead, then, of the vast sums of money that are being spent on education, which at the best falls far short of the ideal, I would spend that money on decent housing. I would also give fewer licences to public houses, for to the thinking person the glittering taverns on one side of the street and the schools for defective or crippled children on the other are a nightmare. Having given to our children the best environment possible, I would devote a good deal of money to research work on the best methods of teaching them. For this work I would study English children direct, remembering that they are English after all, and that they differ temperamentally from Swedes, Germans, and Italians. Froebel and Pestalozzi were right when they learnt from *their* children. Dr. Montessori is right when she learns from her little Italians. Let us learn *our* methods from English children.

SCIENCE ASSOCIATION.—The Science Section of the London Branch of the Association of Assistant Mistresses has been encouraged by its past success to become the nucleus of a larger Science Association, not restricted to London members, but including any past or present teacher of science in a public secondary school or any Science Lecturer in a women's college. The inaugural meeting will be held in November. Meanwhile, subscriptions (5s.) may be sent to the Hon. Sec., Miss I. H. Jackson, Godolphin and Latymer School, Hammer-smith, W.

JOTTINGS.

THE correspondence on the pronunciation of Latin drags on, but there is really nothing more to be said. Prof. Saintsbury backs up Mr. Alington and the defenders of *mumpsimus*, but, like "the young painter of Rome, who preferred to cut meat with a comb," he declines to give his reasons. Dr. Robert Bridges accounts for the fulfilment of Mr. Alington's prophecy that the reform would prove abortive. At Eton one of the masters, "whose classical influence was not the least, would sometimes openly express his disapprobation before the class. Such a muddle between the two systems would be likely enough to disconcert Mr. Alington's 'average boy,' or any one else." Fortunately the Board of Education have given their imprimatur to the New Pronunciation, and, as Dr. Bridges writes, "Our old high-class schools will be left in the lurch by the scientific schools if they hesitate in the common-sense reforms."

MR. H. BOMPAS-SMITH, Head Master of King Edward VII School, Lytham, has been appointed a Professor of Education in the University of Manchester. We understand that Prof. Bompas-Smith will take over the administrative side of Prof. Findlay's duties, who will thus be free to devote himself to the work of research and experiment in the Fielden Schools.

PROF. FOSTER WATSON has been awarded the degree of D.Lit. (Education) by the Senate of the University of London, in recognition of his "English Grammar Schools to 1660." This is the first time that the degree has been awarded for Education, as distinguished from History and Philosophy, and it brings us one step nearer Prof. Adams's desideratum—the recognition of Education as a science.

In the *Journal for English Studies*, Mr. P. B. Ballard has an entertaining article on "Appreciation of Poetry." As a test he set eight extracts, four good and four bad poetry, to be marked in order of preference. The test was set to various classes in elementary schools, training colleges, and to unqualified teachers. College students come out best and teachers worst, worse than the worst school. We hope next month to discuss this interesting experiment.

THE visit to England of M. Jaques-Dalcroze, which was postponed owing to the strike last March, will take place in November. Particulars of his demonstrations will be found in next month's issue.

HAS handwriting deteriorated? A former examiner in several Universities has suffered and suffers many things from examinees and correspondents, and complains in the *Times* that "neat writing is neither taught nor encouraged in our great secondary schools." Mr. Nowell Smith rebuts the charge. Public-school masters do encourage neat and legible writing, and the blame so far as it exists lies at the door not of the public, but the preparatory schools. A boy should have been taught to write before he is thirteen, and no one would wish to re-establish the old writing-master.

BUT is it true, as a former examiner states, that fifty years ago the old Universities turned out men who wrote as a rule excellently? If the present writer had to select from his correspondence specimens of cography, the first three he would choose are from a Senior Inspector, a late head master, and a famous author—all Fellows of Oxford or Cambridge colleges. Dean Stanley's writing is proverbial, and no one succeeded in deciphering a letter of Lord Melbourne set among our Prize Competitions some twenty years ago.

THE PHYSICAL EDUCATION SUMMER SCHOOL.—The Letchworth Garden City has been the scene of many Summer Schools, but none proved more successful than that organized by Miss Theodora Johnson, of Clifton, for the National League for Physical Education and Improvement. The students came from all parts of England and from Egypt, Canada, and France as well, while the Garden City itself contributed over 2,500 entrances for the open lectures. Lectures were given by General Sir Nevil Macready and Mr. A. J. Martin, on "The Fight for Health"; by the Rev. Mabel MacCoy Irwin, on "The Proper Sex Instruction of Children," "The Ethics of Marriage," and "Adolescence"; and by Mr. E. E. Hayward, on "The Housing of the Working Woman";

while Miss Johnson gave a course on "Physiology and Hygiene." Two hours a day were devoted to the practice of Swedish exercises and country dances, under Miss Whiteley's able tuition, at "The Cloisters," which Miss Lawrence had kindly placed at the disposal of the League. All the students looked stronger and healthier at the end of their fortnight, and expressed themselves as delighted with the novel experience in spite of the adverse weather conditions.

IT is a hopeful sign of the times that during the month of August no less than thirteen holiday courses in manual training were held in England, and the total attendance of teacher-students cannot have fallen far short of two thousand. At Scarborough alone there were close upon four hundred. The teacher who can carpenter is gradually superseding the carpenter who cannot teach.

THE *Reading University College Review* (Vol. IV, No. 12) is something more than a domestic chronicle. The current number contains three articles of general interest. Prof. Wyld discusses "The Place of the Mother Tongue in a Modern University." He would have all students begin with phonetics, and proceed to Middle English and Chaucer, not differentiating between Pass and Honour men till the second year. At that stage he would also differentiate between the linguistic and the literary side. "Frederic Seeböhm," by Prof. Stanton, sums up the opinion of leading modern scholars on English social origins. For dessert, Prof. Bassett gives a graphic account of a "potholing" expedition. The *Review* appears three times yearly, price 6d.

In the list of members of the Registration Council, in our August number, the names of Mr. A. A. Somerville (Assistant Masters' Association) and Mr. F. A. Sibly (Private Schools Association) were inadvertently omitted.

THE Registration Council, at its first formal meeting on October 4, will proceed to elect a Chairman and appoint various Committees. It is not likely that they will enter on the actual work of Registration before next year.

THE Church Congress will be held at Middlesbrough, October 1 to 4. The School Emergency League will be represented by Sir W. H. Worsley and the Bishop of Manchester, and Sir C. Alfred Cripps will be among the speakers.

AN official statement just to hand enables us to answer several inquiries as to colonial openings. In the western provinces of Canada—Manitoba, Saskatchewan, and Alberta—there is a large demand for teachers. Salaries vary from £120 to £200 in the junior department and from £200 to £400 for senior departments and principalships. The regulations for recognition of English certificates and diplomas are too complicated to be summarized. A graduate who has taken a two-years' course of training will be granted an interim first-class certificate, and similarly trained teachers without a degree a second-class certificate. These certificates may be made permanent after one year's successful training. Further particulars may be obtained by application to the Superintendent of Emigration for Canada, 17 Victoria Street, S.W.

HERBERT BARING GARROD.

NO brazen trumpet clamoured o'er his grave,
No shattering volley mocked the thunder cloud;
For, though his life to war for truth he gave,
His soul abhorred the pompous and the loud.
And best he loved to dip his polished shaft
In that deep well of wisdom undefiled
Whence old Ulysses drew his wondrous craft
And Dante dreams that half the world beguiled.
Truth set her seal upon his fearless tongue,
But laid no poison on his courteous lips;
And much he honoured age, yet praised the young
What time they launched Endeavour's untried ships.
His soul was radiant with an old-world light:
He was a "veray parfit gentil knight."

WILLIAM K. HILL.

COLONIAL AND FOREIGN NOTES.

GERMANY.

Germany is steadily cultivating the arts of peace and the arts of war. Our business being with the peaceful art and science of education, let us look with our own eyes at what she is doing in that, and let us set down also some gathered facts relevant to the matter. Köln—officially, as we think, still Köln—may serve us as a first centre of inquiry and as an example. The pedagogic eye is at once impressed with the abundant provision made for the child at play; thus, near the northern end of the great "Ring" is a *Spielplatz* (playing ground), embosomed in flowers and containing within confining boards two large heaps of precious sand. Sand-heaps for him you will find also outside the town near the Venloerstrasse, and elsewhere. In the baths on the river banks (*Strandbäder*)—the Town Council has just voted 1,500 M. that some 2,100 schoolboys and schoolgirls may, in the holidays, use the town *Strandbad* free—children may play as well as bathe. Germany, observe, is recognizing the educational value of "free" play (as we know it), beside taught games and formal gymnastic exercises. And, since your German is nothing if not scientific, every childish game is studied scientifically. Thus, a curious investigator lays down that *Blinde Kuh*, our "blind man's buff," goes back to Indo-Germanic times, when "one wearing the mask of a beast-shaped demon sought to catch the bystanders, the mask being without eyeholes, whether it were to make the catching difficult or to avoid even a mimicking of the 'evil eye' of the demon." Yet the child may play his games without being instructed in their origin; and when he is tired, all around in parks and open spaces, there are *Kinderbänke* (benches for children only) or other resting places. To stimulate his patriotism the German Navy League (*Flottenverband*) will sometimes pay for his journey to the coast, where German ships rule the waves. As to his schooling, the town spends on it year by year a growing and ungrudging sum, for in the schools pupils multiply apace. There are now in the *Volksschulen* of Köln, *Asyl-, Hilfs-,* and *Waisenhaussschulen* being excluded, 1,427 classes, taught by 763 men teachers, 723 women teachers, and 47 technical instructresses. We must not hide a weak point. Here, as so often in Germany as well as in England, there are overcrowded classes. The figures may be interesting. In 121 classes were lately forty pupils or fewer; in 592 classes, between forty and fifty pupils; in 605 classes, between fifty and sixty; in 100 classes, between sixty and seventy; whilst in 6 classes the number was from seventy to eighty. Not the most skilful primary teacher can do justice to sixty or seventy children. Does Köln feed her children? In the year 1911 six thousand of them received a free milk breakfast.

Let us no longer confine ourselves to Köln, but discourse of Germany at large. And, first, a word about Continuation Schools. Continuation. Steady progress is to be reported. We hesitate to crowd this page with statistics; yet, to complete our picture, we must print a few illustrative figures. In the district (*Bezirk*) of Kassel alone there are at present 62 industrial continuation schools, with 7,199 pupils, 393 of them unskilled workmen; to these must be added 11 commercial continuation schools, with 1,254 men and 526 women pupils. The most conspicuous development is of the country continuation schools (*ländliche Fortbildungsschulen*); of these Kassel has 454, containing 8,686 pupils. Special courses are being given in many parts of Germany to train teachers for the country schools, and these courses are often followed by the clergy, not so much engrossed by "religious difficulties" as to be indifferent to the children's needs. In the Niederbarnim Circle (*Kreis*), Brandenburg, there are now 14 industrial continuation schools, and nine places are enumerated as having recently established country continuation schools. Noteworthy here is it that the *Kreis* is making grants to enable forward pupils of the continuation schools to attend higher professional schools (*Fachschulen*). In fine, it cannot be disputed that Germany is giving to the adolescent sedulous and ever-increasing care.

Turning to the secondary schools no talk of vocationalizing them!—we find that the schemes of instruction remain practically unchanged. Are there no weaknesses? Never an incompetent teacher? No boys who are moral problems? It must be so. But the German higher school keeps those who follow its full course for nine years under the best educational influences that German pedagogy can supply. It is on this continuous, not necessarily uniform, pressure that Germany relies to mould her youth. She devotes more attention to the training of the mind than to the training of the body. Says a writer: "Wir haben keine englische, sondern eine deutsche Schule, auf der noch glücklicherweise bisher die

geistige Erziehung der körperlichen bei weitem voransteht"—Ours is not the English but the German school, in which, happily, up to now intellectual training has been accounted far above physical. Yet the body is not neglected. German boys make in school-time long excursions on foot, unknown to English public-school boys. They play lawn-tennis. When opportunity is afforded them, they boat; on the Rhine at Köln you will see a handsome boat-house belonging to the *Gymnasium* and the *Realgymnasium* jointly. Be it a merit or a demerit, the German boy plays football in summer: whence bad "reports" in autumn (*Herbstzeugnisse*), and proposals to lighten his work in the summer term.

We have been told lately that England has nothing to fear from a comparison of her educational system with that of any foreign country. Mr. Pease will have made the assertion on the authority of the Board of Education, which must not be allowed to write its own testimonials. Is the education furnished by the English primary school better or worse than that of the German *Volksschule*? We should like some impartial inquirer—let us say the Professor of Comparative Education in Columbia University, New York—to investigate a subject so vitally important. In the field of Continuation we have given our rivals a dangerous start. With regard to the German secondary school, that it does, on an average and owing to its sanctions, keep the pupil under its influence for a longer time than the English, we hold to be certain. That its range of instruction is wider the schemes prove; on the other hand, there is no reason to think that the finished product of the German *Gymnasium* reaches a higher standard in classics and mathematics than our own sixth-form boys. But what chiefly distinguishes German education from English is that Germany, firmly upholding liberal education, has made such separate and distinctive arrangements for vocational instruction as to excite admiration throughout the world. Here, again, if a comparison is to be drawn, we ask for an umpire. Perhaps M. Ferdinand Buisson might tell us whether there is better provision for technical and commercial education in Germany than in England. We believe that he would say "Yes." In any case, and for good or evil, the mode of development is different. Germany promotes technical and commercial *Hochschulen*, which thrive notably. The *Handelshochschule* at Köln, for example, will offer this winter 175 lecture courses, occupying 307 hours a week. In its first half-year the figures were 33 and 80; in the tenth, 133 and 222. England creates Universities in which technical and commercial studies jostle liberal. In Germany even such a subject as chemistry may not be taught vocationally in the secondary schools; in England we let in typewriting, mainly vocational, and it is now proposed to vocationalize the secondary school itself. We ask temperately that caution should be exercised in this matter, remarking that, whilst there is no opposition between the making of a man and the making of a bread-earner, method and matter of instruction are wont to be changed when a new end is proposed—when, for instance, the teacher of gymnastics is required to produce acrobats. In one respect England need dread no comparison with Germany: her women are, for the most part, better educated than the German, whose intellectual vision is not seldom bounded by an horizon of cooking utensils. Nevertheless, here, too, much is being done. In another respect we are as far behind the Germans as the Hottentots are behind us. Our children stand, or lie in perambulators, outside of the public-house, where the mothers visit them, beer glass or spirit rummer in hand. In Germany it is pleasant to see clean children with their clean-mouthed parents sitting or frolicking in clean taverns where a bishop would deem it no shame to sit. We fear the English public-houses more than we fear the German Dreadnoughts.

FRANCE.

They do some things better in France than we in England. Thus they can teach us how to lighten the work of preparing for an examination by giving it aims and meaning. The program for the *Agrégation d'anglais* has lately been issued. In such a case we should specify periods and some—probably dull—texts. The French student is invited to address himself to three subjects: (1) the English spirit of adventure and conquest, (2) the religious spirit and influence of the Bible in England, (3) criticism of contemporary English society. For the study of the first subject he will use not only Sweet's "Reader," Shakespeare's "Henry V." and Hakluyt's "Voyages," but also Kipling's "Seven Seas" and S. E. White's "The Blazed Trail." Enlightenment on the second subject is to be got from the Psalms of David (Authorized Version of 1611), from Henry Vaughan's "Sacred Poems," from Cowper's "Letters," and from Browning's "Christmas Eve and Easter Day"; on the third from Carlyle's "Past and Present," Galsworthy's "Man of Property," and H. G. Wells's "Tono-Bungay."

Syndicates being the order of the day, the French primary teachers, men and women, formed their own syndicates and uttered revolutionary views. M. Guist'hau, the Minister of Public Instruction, interposed with a circular in which he expressed the resolution of the Government to defend the secular school against those who would compromise it as well as against those who attacked it. Teachers must not be allowed to voice sentiments which would estrange from the school all those who are concerned for the morality of the young and for the dignity and security of the country. The syndicates were illegal and must be dissolved by September 10. We remark that the children, in whose interest we write, never profit by the introduction of a strong partisan spirit, religious or political, into the atmosphere of education. The school needs calm.

UNITED STATES.

Let us return to the great meeting, mentioned briefly last month, of the National Education Association at Chicago. **Resolutions of the N.E.A.** It is not in the internal politics of the Association, but in its resolutions—clear guides to professional opinion in the United States—that we are interested. By one of these resolutions a readiness was declared to promote the movement for an international commission upon the cost of living; for teachers must live, although the untaught do not always see the necessity of it. By another it was stated that "in view of the fact that children are often innocent victims of our present unequal and unjust laws, the National Education Association favours a uniform law on all questions of marriage and divorce—based upon an amendment to the Federal Constitution." The American schoolmen regard the maintenance of peace as one of their concerns, and they pronounced the effort to stay war to be "one of the great educational movements of the age." The franchise for women we in England deem to be a political question. The Association brought that, too, into their province and urged the granting of the suffrage to the women of the United States on the ground that women must train youth to realize the duties and privileges of citizenship, and that "the ability to accomplish this work adequately demands not only a knowledge of the functions of citizenship, but also the right to exercise them." Significant was the declaration that "the time has arrived when Normal Schools and Teachers' Colleges should give adequate courses of instruction in sex hygiene with a view ultimately to the introduction of similar instruction into the courses of study in public schools."

England stands at the parting of the ways. Is she in education to march beside the United States or beside Germany? Will she, with Germany, maintain liberal education as distinct from vocational training, or will she yield herself to the seductions of Oregon and Arizona? Our business here is simply to report what educators in the United States are saying, so that our readers may know to what their companionship would lead. At Chicago the great army of schoolmen wrote vocationalism on its banner. We quote the declarations on the subject, so far as is possible, *verbatim*. "In spite of the fact that our schools have met well the social and economic problems which have confronted us to date, there has been an ever-increasing demand on the part of the public for greater practical proficiency on the part of pupils of all ages and grades. Liberal education has, in a measure at least, failed to meet this demand on the part of those who judge by results. Many of our formerly well accepted principles, as well as our educational traditions, are undergoing constant and rapid revision as a result of recent scientific investigation and philosophic readjustments. Accordingly this Association places itself on record as favouring such changes in the course of study in elementary and secondary schools, together with such changes in methods of instruction, as shall make it possible to assist the pupil in the ready application of such knowledge as he may acquire to the conditions of actual life." The United States, "to protect its population by maintaining its vigour and morality, to change its large output of raw material into an output of finished product, to make it possible not to fight with armoured cruisers, but with brain and skilled workmanship, and to maintain its commercial prestige, requires some form of vocational training." The Association desires the Federal Government to pass a law, carrying with it an adequate appropriation of money, "which shall have for its end the ultimate improvement of home, shop, and farm through vocational training." It suggests that the sum so appropriated should "be administered through the United States Bureau of Education or a similar body; thence through the State Board of Control of each State to the several local Boards of Control in the several communities."

CORRESPONDENCE.

SONNENSCHIN'S "NEW LATIN AND FRENCH GRAMMAR."

To the Editor of The Journal of Education.

SIR,—I am much obliged to your reviewer for the careful study which he has made of my new "Latin and French Grammars" and for the many kind things which he has found to say of them. The suggestions which he makes for their improvement raise a number of points of great interest to students of Latin and French; and, as the view which your reviewer takes differs in some important points from that to which I have been led, it seems desirable in the public interest that these matters should be ventilated, and I venture to send you the following remarks. First of all, however, I must say that your reviewer has unintentionally done me an injustice in regard to one or two points. I do not call *à Paris* a dative-phrase; on the contrary, I expressly put it under instances of phrases formed with *à* which do not correspond to datives (see "French Grammar," § 394). Again, I have not omitted the rule of the moods taken by *quamvis*, *quamquam*, and *etsi* (see "Latin Grammar," §§ 343 and 532). As to *cum* frequentative, I have given no rule; but is any rule necessary? Ciceronian usage knows only the Indicative, *i.e.* draws no distinction between *cum* frequentative and *cum* non-frequentative. That *un enfant petit* is not French is recognised in my "French Grammar," § 538 f.

The following criticisms are more important as raising questions of general interest:—"There is no attempt at absolute uniformity of tenses with English or Latin." Your reviewer is referring to the fact that "he gave" is called Past and "il donna" Past Historic; "he has given" is called Present Perfect, "il a donné" Perfect. The object of the Terminology Committee was to find names which should be as far as possible descriptive of the uses of forms, and we came to the conclusion that the similarity and difference between "he gave" (often habitual in meaning) and "il donna" is correctly marked by applying the term "past" to both and differentiating the French tense by the addition of the term "historic." Similarly "il a donné" is used not only like the English "he has given," but also like the Past Historic, and is therefore correctly differentiated from the English Present Perfect by the omission of the term "Present." What is wanted in terminology is a set of terms which indicate both the differences and the similarities of languages. That your reviewer has conservative scruples about the term Future in the Past does not surprise me; yet I am not alone in thinking the term a great gain, and I cannot admit that the idea of futurity has disappeared in the usage of the form which denotes what we call "conditioned futurity." *Hésiter serait une faiblesse* does not mean "To hesitate is a weakness," but "To hesitate *would be* (*i.e.* will, under certain conditions, be) a weakness"; such at any rate is our analysis of this often misunderstood idiom, and we find ourselves in touch with some of the best modern French authorities, *e.g.* Clédat.

Whether the misuse of the French Past Subjunctive, except in literary style, is "exaggerated," as your reviewer thinks, is a point on which I can only say that I have followed the guidance of the best teachers and grammars. The reason why modern French has departed so far from the strict rule of sequence is no doubt based on euphony, as your reviewer says; but the departures are not limited to one conjugation: see my § 328, note 3, page 124.

An important point is the question whether the *ne* in sentences like "Je crains qu'il ne vienne" is optional or not. I have printed the *ne* in square brackets to indicate that its use is optional. Why does your reviewer say that this implies that the *ne* is usually omitted? No; it implies only that the *ne* is not necessary. I am well aware that most grammars give the rule differently, but my statement is supported by excellent authorities, among whom I may mention my colleague, Prof. Châtelain, Sudre ("Grammaire Française," page 149), Haas ("Neuf Französische Syntax,"

page 426), Lücking ("French Grammar," § 329, where the optional use of *ne* in several different constructions is dealt with). As Sudre says, usage has varied at all epochs of the language, and at the present day there is a tendency to restrict the use of *ne*. If this is not true, perhaps some French scholar of authority will step forward to defend the traditional rule.

That *ne pas douter* requires the Subjunctive is implied as a rule of the ordinary usage in my §§ 355, 356, yet there are exceptions. See Lücking, § 169, top of page 158 (third edition).

As to *plutôt* being an alternative for *plus tôt*, I do not feel so sure, and should be glad of guidance; but I find it is so used by good writers, such as Bourget: "Ce projet n'eut pas plutôt saisi cette âme frénétique que l'accomplissement en devint inévitable." ("Cœur de Femme," IX.)

As to Cases in French, the strict definition of the term "case" as a modification of form cannot be maintained in any language, and the advantages of recognizing cases and case-phrases in French impressed themselves strongly on the Terminology Committee, as they have on many other grammarians. Prof. Rippmann recently sent me the following quotation from a review of Marty's book entitled "Zur Sprachphilosophie": "It is to be noticed that Wundt and Marty, like Delbrück and Sütterlin, recognize nouns with prepositions as cases. The opposition to this point of view, which is expressed by Dietz in his "Grammar of the Romance Languages," and which I formerly maintained, has in recent times become weak and unscientific (F. Baumann in "Literaturblatt für Germanische und Romanische Philologie," January 1912, page 1).

Space forbids a discussion of your reviewer's suggestions as to the Latin Gerundive and the temporal signification of the Subjunctive of Wishes. On the latter point his view is applicable to Old Latin (e.g. Plautus "Cist." 555, "Asin." 615), rather than to Latin of the classical period.—Yours faithfully,
September 18, 1912. E. A. SONNENSCHNEIN.

[On most of the points raised in Prof. Sonnenschein's interesting letter we must agree to differ; in the few remaining I may have misunderstood, but can only in one instance plead guilty to misrepresentation. (1) 394 gives "Uses of *à* which do not correspond to datives," but it is not stated that these are not to be called dative phrases. Would not "C'est à moi" be classed by him as a dative phrase? (2) § 532, *quamquam* with subjunctive I overlooked, and apologize. Surely Cicero distinguishes "Verres cum ver appropinquabat" and "cum ver appropinquaret"? (3) "Hésiter serait une faiblesse" expresses a condition. Agreed, but in present, not in future, time. As Brinkmann has it, "One function of the conditional is to express an action, either future or present, from a present point of view." (4) Since the review was written I had the curiosity to count the imperfect subjunctives in some hundred pages of "Jean Christophe," and found they averaged well over one a page.—YOUR REVIEWER.]

WINTER SPORTS IN SWITZERLAND.

To the Editor of The Journal of Education.

SIR,—Will you allow an ex-schoolmaster, who has done his share of Alpine climbing, to urge his brother public-school masters to discountenance the, I fear, growing practice of allowing our public-school boys to go to Switzerland for winter sports? These sports are all very well for men and women generally, and possibly for "jaded" schoolmasters in particular (though I am afraid that the young master is apt to be somewhat luxurious), but for boys I think that they are open to very grave objections. First, on the score of health. The day's outing in the glorious winter air, if the weather be dry, is no doubt admirable; but the good effect is often in great part undone by the long evening in the stuffy hotel, spent in dancing, &c., in a crowded room. I know by experience how utterly foul the air of an hotel lounge can be in the early morning before the windows are opened—and often they

are not properly opened at all—and this even when the evening has been short. Secondly, the sports are decidedly costly, and parents who cannot really afford it have often to give in and let the boy go, against their own conviction.

Still more, the sports take boys away from home duties. One knows how little of home a boy gets when once he has gone off to the preparatory school, and Christmas is surely the time when he should be at home, especially if he lives in the country and is to be a "country gentleman." He ought to be learning the ways and thoughts of country folk, rich and poor, and so avoid the ills of the separation of classes which town life often seems to make inevitable.

There ought to be plenty to do. Hounds to ride to, if a horse or pony is available, harriers to run after, rabbiting, even ratting. I remember hearing so confirmed a don as the late Edwin Palmer speak with much keenness of "the delights of a rat-battue." Albeit, Dr. Bradley is said to have said of the Marlborough boys that their ideal was "killing rats with a thick stick"—they did pretty well in the schools all the same!

And surely, in spite of the attractions of "public-school competitions" in the High Alps, the boys have had games enough and to spare in the autumn term. Also, writing as one who has loved mountaineering and never saw a mountain until after Oxford days, I would protest against too early a familiarity with the grand and mysterious Alps, for winter sports do make many boys *blasé*.

More might be urged; I cannot understand how public-school masters who talk and even preach eloquently about "the simple life" can possibly encourage that form of luxury about which I am writing. This is scarcely the place in which to do more than just refer to the harm done increasingly to family life by the fact that the elders go. I hear to-day of a family advertising for children "while the parents are away in the Alps."—Yours faithfully,
J. H. D. MATTHEWS.

Purley Rectory, Reading, September 20, 1912.

THE BRITISH BOYS' TRAINING CORPS.

To the Editor of The Journal of Education.

SIR,—We shall be obliged by your kindly permitting us to draw attention to a scheme for providing a systematic course of combined military and industrial training for lads from the age of fourteen years upwards.

The object of the British Boys' Training Corps, on behalf of which we write, is the moral, physical, and industrial advancement of the cadets enrolled in it, to train them in the duties of citizenship and to fit them for a life of industry. Military organization and exercises will be used as a means for developing their moral and physique, and promoting among them habits of discipline, application, adaptability, and resourcefulness, which are indispensable to proficiency in the workshop or the factory.

The Corps will not compete with the Boy Scouts, the Church Lads' Brigade, or any similar movement; rather it will strengthen them by stimulating the growth of those principles of modern education on which they depend for success. In fact, the Corps owes its inception to the excellence of their work, and the consequent desirability of adopting their methods on a more extended and comprehensive scale. Their activities are mainly concerned with boys in employment, whose opportunities for training are necessarily intermittent. The British Boys' Training Corps will in effect be a military and industrial boarding school, and is designed to train and instruct a boy for a period of three or four years continuously from the time he leaves the elementary school.

Alike upon social, economic, and industrial grounds we confidently commend the scheme to the public. The annual loss to the nation of promising material presents a grave problem. Far too many boys on leaving school are engaged in "blind-alley" occupations; when they have outgrown these they find themselves adrift without either the skill or the knowledge to qualify them for permanent employment; they swell the ranks of casual labour, and the prison or the workhouse is the ultimate destiny of an increasing number of them. To mitigate these evils, in some measure at least, is our aim. Those boys, moreover, who may afterwards join the Army will on discharge be in a much better position to obtain remunerative employment than they would otherwise be, owing to the technical trade instruction which they have previously received, while their prospects in the Army itself would

be considerably in advance of those of the usual recruit irrespective of their enhanced value as soldiers.

The direction and control of the Corps will be undertaken by Lieut.-Colonel Alsager Pollock, who organized and conducted the *Spectator* Experimental Company with such conspicuous success in 1906. The experience gained upon that occasion conclusively demonstrated the beneficial effects of military training for even a few months. Upon its industrial side the Corps will be modelled on the admirable schools of the Christian Brothers at Artane and elsewhere in Ireland.

It is estimated that the cost of establishing and maintaining the Corps at first will be £15,000. No appeal for funds has yet been made, but two members of the Council have generously promised to guarantee £1,000 and £500 respectively towards the expenses on condition that the total amount guaranteed or subscribed is not less than £15,000: and various unsolicited donations, including an anonymous one of £50, have already been placed to the credit of the Corps at the Bank of England.

In issuing this appeal for financial support we would emphasize the fact that the movement is in no way connected with any political party. The Council includes members of all parties, and distinguished representatives of almost every aspect of national life. The realization of the project will fill a distinct gap in English education, for the existing facilities for efficient practical training during the years of adolescence are deplorably inadequate, and it will, we trust, lead to the establishment of similar Corps in other parts of the country. Subscribers will have the privilege of nominating boys to the Corps according to a fixed scale.

Guarantees, donations, or subscriptions may be sent to the account of the Corps at the Bank of England (Western Branch), Burlington Gardens, W.; to Colonel Pollock, Wingfield, Godalming; or to the Hon. Secretary, Mr. J. C. Medd, 37 Russell Square, W.C., from whom particulars of the scheme can be obtained.—Your obedient servants,

ALEXANDER OF TECK (President).
BEDFORD.
PORTLAND.
REAY.
THOS. BOOR CROSBY (Lord Mayor of London).
CHARLES WARREN.

UNIVERSITIES AND SCHOOLS.

LONDON.

KING'S COLLEGE FOR WOMEN.

The College opens for the session 1912-13 on Thursday, October 3. The inaugural address will be given by Dr. Bernard Bosanquet, LL.D., D.C.L., on Friday, October 11, at 5 p.m., in the Jehangier Hall of the University, the subject being "Optimism."

A few courses useful to those engaged in social work have been arranged. The scheme is at present tentative, but if further developed it is hoped that it will follow to some extent the lines of the courses given in the Universities of Liverpool and Birmingham. In addition to the regular lecturers of the College, the Rev. C. F. Rogers, of King's College, will give a short course this session on "The Work of Charity," and the Rev. John Morris, Vicar of St. John's, Walworth, on "The Social Reformer at Work."

OXFORD.

It is still too early to be able to write much about the prospects of Michaelmas Term. We shall no doubt in the course of the term have presented to Congregation Council's proposals for constitutional reform. These proposals were published last term. As they leave vested interests undisturbed in Congregation and propose no reform of Convocation except that its members should vote at a three days' poll, they are not really of profound importance. The success of the attempt to make Congregation represent the resident teachers will depend on how far non-teaching resident members make the necessary effort to retain their vote. It is possible that a large number of them may allow their rights to lapse. Something was said in the August number of the Summer Classes, held under the auspices of the Tutorial Classes Committee of the Extension Delegacy. They lasted from July 1 to August 27, and were even more successful than in previous years. This year the school was attended by 215 students. Of these, 130 came for only a week, 85 for a fortnight, 6 for three weeks, and 14 for four weeks and over. The longer stay of these few picked students was the new feature of this year's school. It was made possible by the Gilchrist Trust contributing £100 and Magdalen College £50 for scholarships of £10 each.

The students came from the classes of eleven different Universities and University Colleges. They attended one lecture with an hour's discussion each day, but most emphasis was placed on the individual tuition with different tutors, in which men read essays on the subjects they had themselves selected. The lectures were on economics, history, political science, and sociology, with one short but much appreciated course on evolution. The subjects chosen for individual study were more various. Industrial History attracted the largest number, 94; then came Economics with 48, and Political Science with 38. Other subjects were divided as follows: Anthropology 2, Biology 3, Education 5, Greek 1, History (not industrial) 8, Law 4, Literature 2, Philosophy 6, Sociology 4.

The students came from the most varied trades; there were about thirty clerks and eleven elementary teachers. Most of the others were factory operatives. They were, of course, from all parts of the country.

The Oxford Summer School disproves to anyone who comes to it that silly assertion that men of different classes cannot understand one another. Given a common interest, the desire to learn that all members of the summer classes have, and class differences do not exist. The work of the summer classes has this in common with a regular University course, that men learn there not by getting information and not merely by listening to lectures or having their essays criticized by a tutor, but by mixing with fellow students from all over the country, in endless talks and arguments on all subjects under the trees in the quadrangle at night or in the quiet of college rooms. The time is short, too short for systematic courses, but long enough if the hours with a tutor are well used, for a man to get guidance and suggestion to last him through the year. The summer classes, it is clear, are no longer an experiment. They have come to stay. The extension of the benefits of the University to working-class students must proceed along this line at least. The summer classes might develop into a Summer University, where men could attend a University course which would not need that they should leave their trade and would not take them out of it. In the meantime expansion is checked by want of money, and, before the Tutorial Classes Committee can meet the demands made on it, it must have far more money at its disposal.

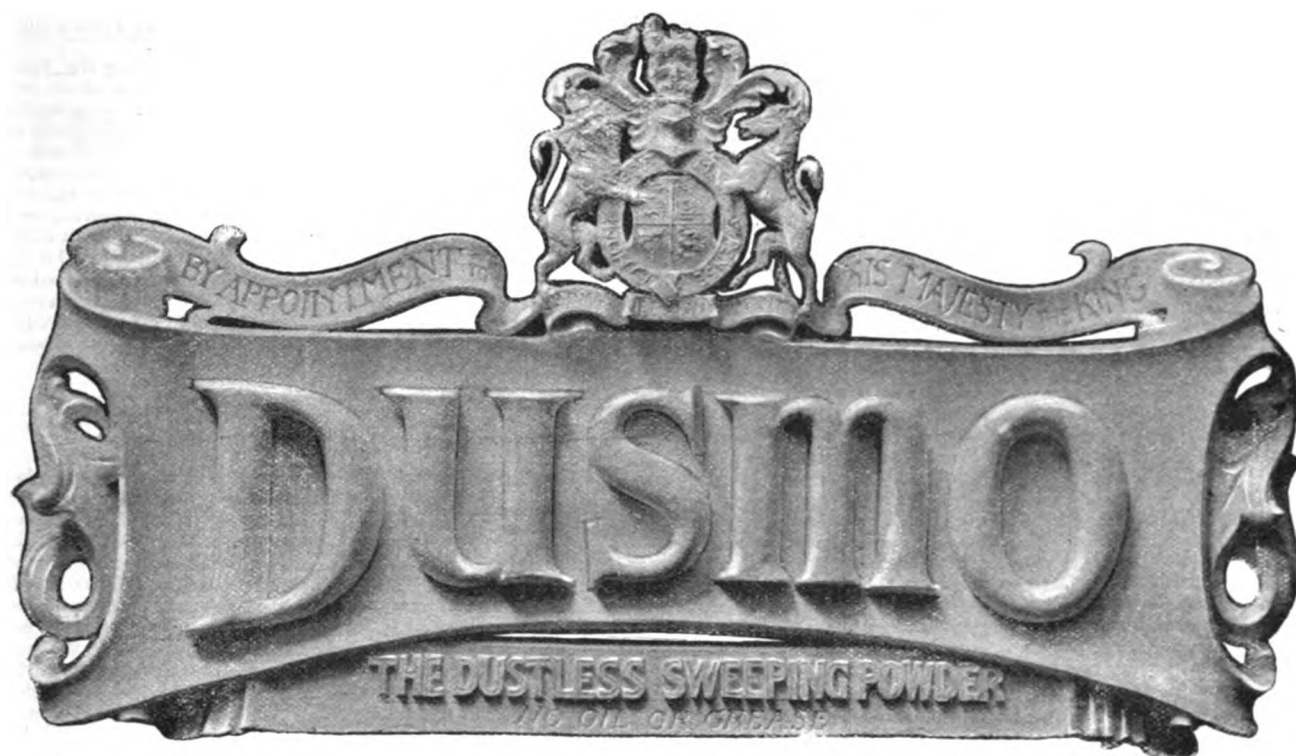
WALES.

At one of the Cymmrodorion meetings held during the Eisteddfod week at Wrexham, there was an interesting discussion on the vital question of "Careers for the Youths of Wales." Sir Herbert Roberts, M.P., who has taken a prominent part in establishing an Appointments Board for Wales, read a valuable paper in which he gave an outline of the work which the Board proposed to undertake. That there is urgent need for an organized system of finding suitable avenues of employment for the youths of Wales is shown by the fact that, at the present time, there are over 400,000 children in the primary schools and 14,000 in the intermediate schools. Hitherto, the teaching profession has been the main outlet for the best boys and girls, while the Civil Service and the great fields of commerce have not been patronized to the extent that might have been expected. Statistics supplied by the Board of Education tend to prove the correctness of the statement, for we find that, of the pupils who left the county schools during the last year, 17.4 per cent. became teachers of various kinds, 10.8 per cent. entered upon a professional, commercial, or clerical career, 3.1 per cent. went to the University, and only 1 per cent. to agricultural occupations.

Welsh pupils, it is surmised, drift to the teaching profession in such disproportionate numbers in the majority of instances because they are ignorant of other possibilities of making a livelihood, and not because they are specially attracted to school work. It will be the business of this Board to bring all available information as to other careers to the notice of the boys and girls and of the University students, which will enable them to exercise a wider choice of employment. Mr. Llewelyn Williams, M.P., while blessing the appointment of such a Board, seemed to be anxious about its effect on the character of the Welsh nation, for he thought that there was a danger that it might undermine their spirit of self-reliance and independence, and convert them into a nation of "Babus"! Whatever opinion one may hold about the modern tendency to lavish scholarships and bursaries on all and sundry, it is not at all clear to the ordinary intellect that the mere supplying of information by the Appointments Board will have such dreadful results as the worthy M.P. seems to anticipate. There are great possibilities of usefulness in this new departure provided it is organized on sound business lines.

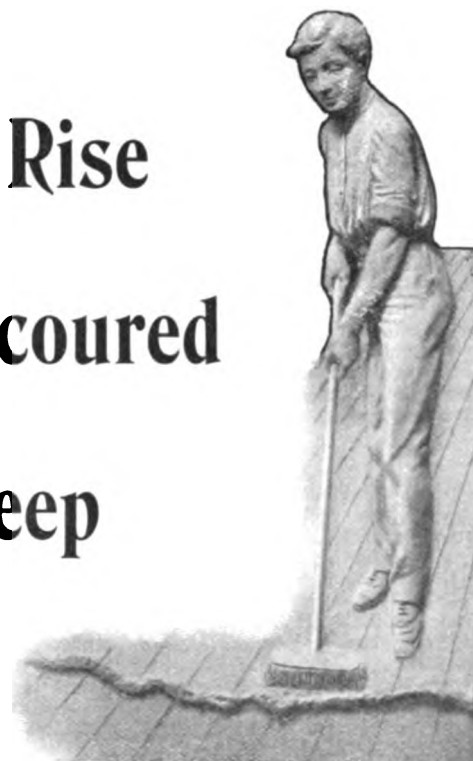
The fifth Annual Meeting of this Association for Wales was held at Cardiff College, on September 21, under the presidency of Prof. Mackenzie. Considerable success has attended its work during the past twelve months. Audiences of over a thousand listened to lectures on economics and industrial history during the recent coal

(Continued on page 688.)



Dust Cannot Rise
The Floor is Scoured
A Clean Sweep

A FREE TRIAL FOR ONE MONTH IN ANY PUBLIC
SCHOOL CLASSROOM WITHOUT ANY OBLIGATION.



strike, which is a striking evidence of the keenness of a section of the working men and women for higher education. There were also four full University tutorial classes in North Wales and two in West Wales, all of which were showing satisfactory progress. In his opening address, Prof. Mackenzie stated that so far the Association confined itself mainly to developing the interest of the working people in social and general questions of citizenship, and he defended this policy on the ground that, as the government of the country was becoming more and more democratic, it was essential that every man should become conversant with his duties as a citizen.

A meeting of Teachers of Modern Languages in the Welsh County Schools was held at Shrewsbury, on September 21, to discuss the position of Modern Languages in the Intermediate Schools and the attitude of the Central Welsh Board towards them. For some years there

has been an increasing dissatisfaction with the character of the papers set in French at the Board's examination, and the papers during the present year are as severely criticized as any of their predecessors. They are not only exceedingly difficult, especially at the highest stages, but the type of question set, as a rule, is also of a very unexpected character. That the standard of the French examination is too high is shown by the fact that not a single distinction was gained in French in the Honours Certificate Examination this year, and comparatively few at the other stages. The Central Welsh Board has always given great prominence to modern languages, and has encouraged their development in every way, but until there is a radical reform in the examination papers schools will not be prepared to give to them the attention they deserve in their curriculum. This Association can do useful work by bringing its influence to bear on the Central Authority.

A case of considerable interest to all secondary teachers was heard in the Merthyr Tydfil County Court on September 12 before Judge Bryn Roberts. In March 1912 the Corporation of Merthyr, acting as the Governors of the Intermediate School, decided to pay the staff four times a year—in December, March, June, September—instead of three times a year, at the end of each term, as before. A mistress chanced to leave at the end of the Summer Term, in July. She was then paid for the days she had worked since June 30, and no more, thus incurring a loss on the amount of her annual salary of about one-twelfth. In the action which followed, the contention of the Corporation was that the relation of master and servant ceased on the last day of the term, and that, notwithstanding the fact that the mistress would not receive the full amount of her annual salary, nothing more was in reality due to her. The Judge gave judgment for the plaintiff, and said: "It was clear that the year's wages were for the work done in the three terms, and that as soon as that work was done the wages were earned. If it were otherwise, there might arise the practice of discharging the staff at the end of the Summer Term, and taking on the new teachers as from the beginning of the Winter Term."

We regret to have to record the death of Prof. Winter of the University College of North Wales. Prof. Winter was Professor of Agriculture at the College, and he was generally regarded as one of the foremost in agricultural science in the kingdom. Under his guidance, many of the North Welsh farmers had been led to revolutionize their agricultural methods.

SCOTLAND,

The late Mr. Robert Marshall, of Glasgow, has bequeathed to the Glasgow University Court, by special deed of trust, the lands and estate of Grangehill, Beith, or the proceeds thereof when sold, for the purpose of endowing a Chair of Modern Languages in the University. The annual value of the estate is between £600 and £800. There are, at present, lectureships in the University in French, German, and Italian, and the Court is already in possession of certain funds which have been given towards the endowment of Chairs in French and German.

Aberdeen University Court has received intimation of a bequest by the late Mr. Alfred Gilchrist for the foundation of bursaries in the Faculties of Arts and Medicine, and of lectureships on the progress of medical science and the progress of educational science, the lectures to be delivered every five years by the Professor of Materia Medica and the Lecturer in Education.

Mr. J. Lorrain Smith, M.D., F.R.S. Professor of Pathology in the University of Manchester, has been appointed Professor of Pathology in the University of Edinburgh, in succession to Dr. Greenfield. He is a distinguished graduate of Edinburgh University in Arts and Medicine, and he has held the positions of Demonstrator in Pathology at Cambridge and Professor of Pathology at Queen's College, Belfast. Mr. J. Eadie Todd, M.A., Lecturer in Economic History at Edinburgh University, has been appointed Professor of History in a Canadian University.

The Education Department has approved the proposal of the Glasgow Provincial Committee to purchase a site at Jordanhill, Glasgow, extend-

ing to about sixty acres, for the purpose of building a new training college, with hostels and a demonstration school.

The regulations of the Education Department regarding the Junior Student course have tended to the segregation of junior students from other pupils in the higher grade and secondary schools. This was one of the evils of the old pupil-teacher system, and it was hoped that the substitution of junior students for pupil-teachers would remove it. After considerable correspondence with the Education Department, the Glasgow School Board has resolved that in future all pupils under its control who intend to be teachers must obtain the leaving certificate as the condition of entrance to the Training College. The result of this resolution will be that the pupils who intend to be teachers will follow much the same course as those who intend to enter other professions, and that they will have an equal opportunity of becoming University students. If the example of the Glasgow School Board is followed by the authorities in charge of junior students in other places, the standard of education in the teaching profession will undoubtedly be raised.

IRELAND.

Mr. Birrell's schemes for improving the position of lay secondary teachers and for the establishment of intermediate scholarships for primary-school children, the outlines of which have been already indicated in this column, were issued on September 9. The draft scheme for the former purpose is as follows: The maximum grant is to be £40,000, to be distributed by way of grants to schools, in proportion to the amount received by them under the Intermediate Education Acts in the preceding year, provided such schools comply with the following conditions: (1) Each boys' school to have at least one registered lay assistant teacher at a minimum salary of £120 a year, and each girls' school a lay assistant teacher at a minimum salary of £80, for every forty pupils on the roll. (2) All such lay assistants to be entitled to six months' notice or six months' salary in case of dismissal, except on account of grave misconduct.

A Register of Secondary Teachers is to be set up, on a scheme to be drawn up by a Committee, consisting of representatives of the Intermediate Board and of the Irish Universities.

The second scheme provides for seventy-five scholarships to be granted annually to children from primary schools, without distinction of sex. The candidates must not be over the age of thirteen on June 1 preceding the examination, and must give satisfactory evidence of health and also of character from the manager or head teacher of their school, satisfactory proof also being required from parents or guardians that they cannot afford the cost of secondary or University education. The scholarships will be awarded on the results of an examination, mainly oral, to be conducted at local centres, in the following subjects: (a) Irish or English (including geography and history), (b) arithmetic, and (c) one optional subject from among the following: Irish, English, Latin, French, German, elementary mathematics, drawing, elementary science. An entrance fee of 2s. 6d. will be charged, but where necessary the travelling expenses of the candidates will be paid by the examining committee. The scholarships will be tenable in suitable intermediate schools and are of two kinds: (1) Twenty-five of £20 per annum (£10 for school fees, £10 to be placed to the credit of the parent for clothes, books, &c.), tenable at day schools—to be awarded mainly in the county boroughs; and (2) fifty of £50 (£35 for school fees, £15 for other expenses), tenable at boarding schools, to be awarded mainly in the counties. Subject to the distinction between county boroughs and counties the scholarships will be "regional"—i.e. a certain number will be assigned to each county on the basis of population, two or more counties being combined if necessary. The scholarships shall be awarded for three years, subject to the annual report of the head master and inspector of the school as to the fitness of the scholar. Each scholar shall be required to pass with honours in the Junior Grade of the Intermediate before reaching the age of sixteen. Holders shall be eligible for prizes, but not for exhibitions, during their term in intermediate schools.

No scholarship shall be awarded in any year in any county or borough unless such county or borough undertakes to provide scholarships, value £60 a year tenable for four years, at any Irish University selected by the holder, for each of the scholars under the scheme, such scholarships to be awarded to scholars who have fulfilled the conditions already mentioned on the expiration of their term at the intermediate school without further competition, provided only that the scholar passes the matriculation of the University he selects within twelve months of his leaving his school.

This is the only feature of the scheme which has hitherto provoked opposition. The Executive Committee of the Irish County Councils General Council, which met in Dublin on August 30, had not the detailed scheme before them, and therefore abstained from definite action, but drew up a statement declaring that the proposal to make

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county scholarships tenable at any Irish University was one which they could not recommend the Council to adopt, for the following reasons: (1) The Irish County Councils General Council has the power of nominating eight members of the Governing Body of University College, Dublin, and has no control in the case of any other University. (2) Local Authorities in Great Britain in many cases confine their scholarships to Universities on the governing bodies of which they are represented. (3) The General Council had made representations to the Senate of the National University that the Councils were prepared to found scholarships only on condition that Irish should be an essential subject for matriculation, and it would be a breach of faith on the part of Councils who insisted on this condition (24 out of 31) to open their scholarships to any University which failed to comply with it.

It is estimated that the cost of Mr. Birrell's scholarship scheme when in full working will be £12,000 annually, which might be reduced to about £10,000, if one allows for a wastage during the passing of the scholars through the schools.

The scheme for assisting lay teachers is, however, the one which at present calls forth most discussion, and it has been the subject of lively criticism in the public press and elsewhere since its formulation. At a general meeting held on September 5, the Roman Catholic Head Masters' Association and the Committee representing Convent Schools drew up for publication a lengthy statement, signed by the Heads of all the leading religious schools in the country, boys' and girls', condemning the scheme as outlined by Mr. Birrell in the House of Commons on July 31, on the grounds that it involved a hurtful distinction between lay and religious teachers, being calculated to result in the dismissal of religious teachers to make room for lay ones, and that it involved further an unwarrantable claim to interfere in the internal administration of religious schools—a claim the logical outcome of which was secularization; moreover, that its drawbacks pressed only on Catholic schools, not on Protestant ones, which would be able to take full advantage of it. The statement further says that the stipulation regarding the proportion of lay teachers to be employed is unnecessary, inasmuch as the Catholic intermediate schools already employ 368 lay teachers for a total number of about 12,800 pupils, an excess of forty-eight over the number required. The condition of giving six months' notice is also protested against, as opening the way to very serious evils.

These objections are expanded in the "Editorial Notes" of the current issue of the *Irish Educational Review*, which represents the interests of the religious schools. The writer of the notes regards the scheme as an endowment of Protestant schools without any corresponding endowment of Catholic ones. It would affect the convent schools injuriously even more than boys' schools, because—so it appears—there are many men who adopt teaching as a means of livelihood; but no Catholic girl takes up teaching except "as a means of securing herself independence and freedom in the few years—the fewer the better, in her opinion—between her school life and her marriage. . . . A Catholic girl who desires a celibate life devoted to teaching becomes a nun." The writer of the notes, who is a cleric, does not seem aware of the fact that a considerable number of Catholic girls do at present take up teaching as a serious profession without becoming nuns, and that most of them leave Ireland to seek employment in England or abroad because they cannot find it in their own country. The obvious answer to the objections of the clerical Head Masters is that it takes away nothing from the existing endowments of schools, either Catholic or Protestant; it only sets aside an additional sum to be devoted to the special purpose of improving the status of lay teachers (a matter which the Catholic Head Masters themselves admit calls for improvement), and it would fail in its purpose if it did not provide some safeguard that the condition of lay teachers in the schools which participate in it shall be thereby improved.

Moreover, if, as the head masters state, the number of lay teachers already employed in religious schools is in excess of the number stipulated for, it is hard to see why the new scheme should result in dismissal of the religious teachers to make room for lay ones; unless, indeed, the lay teachers at present employed are only extern ones engaged for additional subjects and not in receipt of such munificent salaries as the minima (of £120 and £80 for men and women respectively) fixed by the scheme.

To judge by the letters which have appeared in the press from Catholic lay teachers, these latter view the question from a somewhat different standpoint from that of the head masters. They point out that the lay teacher, who has to live in the world, to provide for old age, and in most cases for a family, is very differently circumstanced from the religious one who has no cares for livelihood, and who takes vows of poverty, chastity, and obedience; and they regard the minimum salary fixed as scarcely adequate.

One of the ablest criticisms of the scheme is from the pen of Prof. Culverwell, who, in a recent letter in the *Irish Times*, points out the following defects. (1) The scheme makes no provision for annual

(Continued on page 692.)

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increments over the minimum salary of £120, so that in practice the legal minimum may become the maximum; (2) it makes no provision for pensions; (3) there is no guarantee that the qualifications demanded for registration shall be adequate, nor is it easy to see how they could be so for the remuneration; (4) there is no guarantee that the whole of the £40,000 will be spent in improving education, since, after complying with the minimum requirements, the school authorities may apply the remainder of the grant to any purpose they please. In spite of these defects, Prof. Culverwell regards the measure as a real step forward in the position of assistant teachers, and urges the head masters to accept it; for if it is killed it is not likely that another will take its place in the present Parliament.

The exhibitions and prize lists of the Intermediate Examinations were published on September 11. Exhibitions of the value of £30 (First Class) and £20 (Second Class) are awarded in the various subject-groups in Senior and Middle Grade, and in the Junior Grade of the value of £15 and £10—all tenable for one year only; a large number of book prizes for general good marks and for excellence in certain subjects being also given, as well as medals for first place in grades in special subjects. An analysis of the results gives the first place among boys' schools (estimated by total number of prize awards) to the Christian Brothers' School, Cork, followed by the (Christian Brothers') O'Connell Schools, North Richmond Street, Dublin, while Rockwell College, Cashel, and Clongowes Wood College tie for third place.

The excellence of the teaching given by the Christian Brothers' schools in mathematics and experimental science is attested by the fact that their pupils carry off five out of eight medals awarded in the various grades in mathematical subjects, and seven in science subjects. Among girls, the highest place falls to the Loreto College, St. Stephen's Green; the second to Alexandra College and School; and the third to Loreto Convent, Wexford. It is noticeable that the medals awarded among girls in mathematics fall nearly all to the northern schools. An objectionable feature of the whole system is the prominence given in the press reports to individual winners of first places, medals, &c., while their portraits appear in some of the weekly papers.

The Commissioners of National Education have drawn up, and forwarded to the press, an important statement on the perils in store for national education unless more adequate safeguards are provided in the new

Home Rule Bill. Hitherto the funds required for national education have been voted by Parliament on the basis of estimates annually submitted by the Commissioners to the Treasury, and, though the Commissioners have never had enough to satisfy them, they have, at any rate, always been able to meet the legitimate charges sanctioned under their rules. Under the new Bill national education is a "transferred service," and a fixed annual sum is to be paid over to the Irish Consolidated Fund on account of it, the amount to be determined by its cost in the year in which the Bill passes. The Commissioners point out that an automatic increase has been going on under the head of teachers' salaries in the past four years amounting to an annual average of about £23,000; that, under improved conditions in the county, with an increase such as may be expected in the number of pupils, this automatic increase will continue to rise, necessitating a corresponding increase in the grant for primary education, which they estimate as likely to be about £100,000 in the year 1918-19; that, further, the ultimate cost of reforms and developments which are urgently required (such as medical inspection of schools, &c.) would be approximately £250,000; while non-recurring charges connected with the monthly payment of teachers' salaries and the building and improvement of schools would require a sum of about £930,000.

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3. *Photographs*.—(1) Of 10s. 6d. to "Gothicus," "Cymore," "Rufa"; of 7s. 6d. to "Tramp"; of 5s. to "Berisal," "παις," "Tramp." (2) Only one scene in history was sent in, and that was not a group. (3) Of 10s. 6d. to "Cymore"; of 5s. to "Gothicus," "S.C.R.," "Kuri," "Bob."

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1. "Window-breakers" was the favourite subject and Bacon the favourite model. A mock essay must needs be more or less of a parody, and most took the subject too seriously and failed in lightness of touch. I hope next month to find room for two or three more prize essays.

2. There were but few of the numerous passages that seemed to me in every way suitable. Some were from standard authors, of which there were good translations; others were too easy, presenting only difficulties of vocabulary; others omitted to supply a fair copy or to give the reference.

3. In deciding the prizes for Photographs the interest or beauty of the subject was considered no less than the excellence of the technique. In "Cymore's" study of a pony both qualities were combined.

4. My mathematical coadjutor reports that no less than fifty-seven competitors sent in correct answers to all six questions. In awarding the prizes he was guided by the method and style of the accompanying solutions.

THE WINDOW-BREAKERS (after Addison).

By "CORNELIA."

Mr. Spectator,—Having cited many times, and with approbation, your saying that "a good intention joined to a good action gives it its proper force and efficacy; joined to an evil action, extenuates

its malignity and in some cases takes it wholly away," it is my constant grief to find that your speculations have prevailed to an extent and in a manner that I little dreamed of, and I would beg of you to turn one discourse to the due consideration of an abuse which, as your philosophy has helped to bring it about, your censure may help to reform.

I have under my guardianship a couple of nieces who bid fair to make me run mad, since the present distresses have turned both from modest, well conducted young gentlewomen to viragoes who excuse and justify their wildest extravagances of behaviour on the ground of good intention. You will hardly believe to what lengths their phrenzy drives them. The elder of the two, Sacharissa, is even now confined in Her Majesty's prison of Bridewell, her offence (not denied) being the breaking of honest tradesmen's windows with the intent (so the minx informs me) to obtain for herself and her sex the right to vote for members of Parliament. With the same design, or so she avers, the second wench makes a practice of joining with a crowd of similar unbalanced females in mobbing Ministers of the Crown, who, as they say, are all in a conspiracy together to prevent them from attaining the privilege which they desire.

Besides this she emulates the Salamanders that live in the midst of flames, themselves unhurt, since more than once she has been found endeavouring to fire public buildings with intent to create a panic, and thereby convince the said Ministers of the justice and reasonableness of giving women a voice in public affairs.

For such a period as the Justices keep the elder girl in durance (I pray it may be long) I am quit of her; but conceive the horror to a modest female of knowing that one so nearly related to her is fallen into the hands of the law, dragged into the public courts, and consigned to the common jail, there to consort with (I doubt not) the most abandoned of her sex. Think also of my sensations when I see the second girl charged with the fearful crime of arson, released on bail only because, as her evil purpose failed of accomplishment, no one could prove that it was seriously meant. In vain I have read to both these misguided sisters your discourse of May 5 (1711) earnestly representing to politicians of the fair sex the disfiguring effects of party zeal. I have urged them in your very words, "as they value their complexions, to let alone all

(Continued on page 696.)

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disputes of this nature," or leave them to partizans too old or unpleasing to hope for converts, with other counsels of no less weight culled from your writings.

It is, I fear, but too true that "a woman is too sincere to mitigate the fury of her principles with temper and discretion"; for all my distress enforced by your wisdom is of no avail, and, even while I write, my niece Belinda is affixing metal tips to her shoes and replaiting the thong of her dog-whip in readiness for a Deputation (as the misguided girl terms it) to my Lord of Oxford at the Houses of Parliament. To all my persuasions she has but one reply—that since a woman, our gracious Queen Anne, now holds the highest office in the realm, there is neither justice nor reason in denying other women the right to hold and express political opinions; and that right Miss vows she will have if she dies for it. This is no idle threat, for the officers of the law are none too gentle in their handling of such as disturb the peace, and Her Majesty's prison (whatever Her Majesty's throne may be) is no place for delicately-nurtured females.

You may see by these amazing instances of folly what strange disorders are bred by the false application of wise and virtuous maxims, and I beg of you, Mr. Spectator, to admonish these young persons and warn them, before acting on any counsel, however good, to bring it first to the test of reason and duty. — Your distracted

CORNELIA.

WINDOW-BREAKING (Style of Bacon).

By "J.W.M."

That is a froward and perverse custom which many of late affect—to break or destroy windows. For they are but like the hunter which hurteth himself by his own snare: as saith the ancient, "Qui frangunt, iidem persolvent," and this holds good of window panes.

It is clear that what is inanimate hath neither intention nor feeling, neither can it enter into the deeds of men. Besides, these breakers are but like to the tossing billow which violently is self-destroyed.

The greater part of mankind hath a quarrel to complain, but it is the mark of a foolish and ingrateful boy to bruise the hand that succoureth him.

Moreover, as there is a law to punish, the breaker is ever the loser, and it is still two for one: for by breaking panes he comes to greater pains, while all excusations and upbraidings are base indignities, "communia maledicta."

Window-breaking commonly proceedeth from mischance, from mischief, from misfortune, or from the *Malleus Fencstrarum*, as the women call their leader of revolt.

For mischance: this often befalls in sports of game, or when a man rideth abroad; and can be passed over if that which hath been 'paired is made good.

For mischief: a man shall see that boys and wantons out of malice or revenge shall oftentimes with *catapultae* or other engines of war cause much breaking of glass. It were good that such be taken and punished by justice.

For misfortune: certain, reduced by want, will accomplish a felony in order to give a quarrel for lodging them in the common prison. Such are worthy of commiseration, and should without iteration be secured and provided with that they lack, esculents and shelter.

For the Amazonian and her like: here it should be proceeded warily, for the wrong is not of body but of spirit, and therefore demandeth the greater caution. These are such of the female as dissemble their ancient allegiance, thinking them that have the conduct and manage of affairs to be "negotiis impares," and as of old—

"mallent imperantium mandata
interpretari quam exsequi."

They act not thus, like to malefactors or those of the commonalty, out of desire for thieving or misuse, but that thereby they may purchase for themselves the greater renown, and for their cause the greater following. But such violence but doubleth all errors, and putteth the law out of office, driving away such as are temperate and cautious, whereas a sober and reasoned address betimes would profit much: for to the godly and prudent "salus populi suprema lex."

Simple men admire window-breakers, wise men condemn them, policemen secure them, and leader writers use them.

There are certain who think it a derogation of sufficiency to follow law and order, and these ever oppose them in authority, turning their own mind to violence and carnage. These are base and crafty cowards, and it were good that such as have wrongs give not heed to their urgings; but that rather when they petition keep in mind the old saw, "That is half granted which is graciously denied."

(Continued on page 698.)

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2 bullocks in 4 weeks eat 2 acres and 4 weeks' growth on 2 acres;
 $\therefore 8 \text{ bullocks in 6 weeks eat 12 acres and 6 weeks' growth on 8 acres}$... (1)
Also 3 bullocks in 2 weeks eat 2 acres and 2 weeks' growth on 2 acres;
 $\therefore 3 \text{ bullocks in 6 weeks eat 6 acres and 6 weeks' growth on 2 acres}$... (2)
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 $3x - a + 1 = na.$
Eliminating x , we have $na = 8a - 5 \text{ or } 3a - 2;$
from which we find the only (permissible) value of a is 5.
The numbers of the houses are 44 and 35.

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Par malheur, j'avais déjà le pli du bureau, le goût des découpages faites patiemment le soir à la lampe, le sens profond des images, et, quand je sortais de mes amusements d'artiste prédestiné, c'était par des coups de folie, par une rage de désordre, pour jouer éperdument à des jeux sans règle, sans rythme, au voleur, au naufrage, à l'incendie. Tous ces appareils de buis verni et de fer me parurent froids, lourds, sans caprice et sans âme, jusqu'à ce que ma marraine y eût mis, en m'en enseignant l'usage, un peu de son charme. Elle soulevait les haltères avec beaucoup de crânerie, et, portant les coudes en arrière, elle me montrait comment les barres, passées sur le dos et sous les bras, développent la poitrine.

Un jour, elle me prit sur ses genoux et me promit un bateau, un bateau avec tous ses gréements, toutes ses voiles et des canons aux sabords. Ma marraine parlait marine comme un loup de mer. Elle n'oubliait ni hune, ni dunette, ni haubans, ni perroquet, ni cacatois. Elle n'en finissait point avec ces mots étranges et elle mettait comme de l'amitié à les dire. Ils lui rappelaient sans doute bien des choses. Une fée, cela va sur les eaux.

Je ne l'ai pas reçu, ce bateau. Mais je n'ai jamais eu besoin, même en bas âge, de posséder les choses pour en jouir, et le bateau de la fée m'a occupé bien des heures. Je le voyais. Je le vois encore. Ce n'est plus un jouet. C'est un fantôme. Il coule en silence sur une mer brumeuse, et j'aperçois à son bord une femme immobile, les bras inertes, les yeux grands et vides.

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Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of September Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 701.

SOHOLASTIO.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

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Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 660 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

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GYMNASTIC, GAMES, AND SPORTS MISTRESSES.—LIVERPOOL PHYSICAL TRAINING COLLEGE.—Fully trained Teachers disengaged and qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elocution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

FOR "DUSMO" advertisement see page 687. This assistant is wanted in all Schools.

SCHOOL PROSPECTUSES.

FOR Specimens and Estimates apply to—
J. & J. PATON,
143 CANNON STREET, LONDON, E.C.

CAPTAIN NORWOOD, Honorary Secretary 5th Dragoon Guards Old Comrades' Association, would strongly recommend Sergeant-Major FRANKLIN as a FENCING and GYMNASTIC INSTRUCTOR at a Private School; willing to do other work as well. Apply, in first place, to 356 Battersea Park Road, London, S.W.

LADY, L.R.A.M., desires post in school in January, excellent testimonials, six years' experience, trained R.A.M., Matthey method, solo and class-singing, Harmony, &c. Experience in coaching for cantatas and concerts. Address—No. 9,436.*

KINDERGARTEN MISTRESS (N.F.U. Higher Certificate). Post required in January as Kindergarten and Games Mistress in Girls' School in South of England.—Miss M. E. TURNER, Henleaze, East Cowes, I.W.

AS JUNIOR FORM MISTRESS.—Cambridge Higher Local Honours.—Chief subjects: English Language, Literature, History, Composition, Elem. French and German (acquired abroad), Elem. Arithmetic, Nature Study. Good disciplinarian. Some experience. Address—No. 9,439.*

BRIGHT young ENGLISH GOVERNESS (B.A. Degree). Literature, History, Mathematics, Latin, French, Music, Drawing, Painting. "High principled, exercising good influence over pupils."—5970 B. HOOPER'S, 13 Regent Street, London. Many highly qualified teachers. Introduction free. Established 1881.

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TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

STUDENT wishes to train in a High School for Part II of Higher Froebel Certificate, held December 1913.—MATTHEWS, 9 Agamemnon Road, West Hampstead, London, N.W.

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HOUSEKEEPER-MATRON.—Gentlewoman. Well-trained. Very good Manager and practical worker. With much large good School experience, seeks re-appointment now or January. Accustomed to the care of health. Address—No. 9,442.*

ASSISTANT MISTRESS requires Post in January. Cambridge Higher Local Certificate. Cambridge Teacher's Diploma. English, History, Geography (modern lines), Mathematics to Senior Local; French, Elementary Latin. Three years' experience. Good references. Address—No. 9,441.*

M.A., Mod. Langs., desires post as School Secretary. Good Hockey, Tennis, Fencing. Willing to assist with Games; possibly with a little teaching. Two years' experience.—M.R., Bird Grove, Coventry.

VISITING MUSIC MISTRESS, L.R.A.M. London and Neighbourhood. Piano, Theory, Harmony, Form. Solo, Class Singing. Preparation for L.R.A.M. and all Examinations. Schools and private pupils.—Miss GIBSON, 96 St. John's Park, Blackheath.

FRENCH Lady desires at once temporary or permanent Engagement in School. Diplôme du Lycée de Versailles. 2½ years' experience. Address—No. 9,447.*

MISTRESS of MODERN LANGUAGES (acquired abroad) desires post at half term. No degree, but excellent foreign Certificates. Experience in good schools. Preparation for examinations. Excellent disciplinarian. Resident or non-resident. Testimonials, references. Terms moderate.—Miss RUST, Beach Court, Walmer, Kent.

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Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

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wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

KING WILLIAM'S COLLEGE, ISLE OF MAN.

The Trustees will require the services of a HEAD MASTER to enter upon his duties in January next. Salary £600, with a capitation fee of £5 per boy, for all boys over 100 (there are about 160 boys now in the School). A residence is provided, but no Boarders are taken by the Head Master.

Candidates, not necessarily in Holy Orders, must be members of the Church of England and Graduates of a University in the British Isles in high Classical or Mathematical Honours.

Applications, with eight copies of testimonials, must be forwarded to the undersigned before Friday, November 1st.

Castletown, Isle of Man. G. L. COLBOURNE, Secretary to the Trustees.

WANTED, at once, in a good School near London, a STUDENT (resident) to train for the Froebel Examinations. Small premium. Address—No. 9,435.*

WANTED, in January, in London High School, a MATHEMATICAL MISTRESS. Tripos qualification preferred. Address—No. 9,437.*

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Mathematics and Latin, and some English subjects wanted at once. Degree necessary. Send photograph, age, references, experience and all particulars to Address—No. 9,443.*

ASSISTANT MISTRESS or

GOVERNESS, non-resident. Special subjects: Mathematics, Latin, History. Experienced and certificated (Inter. Arts, Lond.). Salary £100. Address—No. 9,444.*

MUSIC-PARTNERSHIP.—Lady

required to teach advanced Piano, Violin, and Singing in flourishing Middle-class Girls' Boarding School in Devonshire. View to eventual partnership preferred. State qualifications, experience. Address—No. 9,445.*

AUSTRALIA.—Wanted, in

January next, for one of the most important Public Schools in Australia, a CLASSICAL MISTRESS. Salary £180 to £200 non-resident. For particulars address—GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1853), 34 Bedford Street, Strand, London.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH,

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34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C.

TO ASSISTANT MISTRESSES.

JANUARY (1913) VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for the Term commencing in JANUARY 1913, and who are desirous of having their requirements set forth in Messrs. GRIFFITHS, SMITH, POWELL & SMITH'S PRINTED LIST, are invited to apply (*as soon as possible*) to the Firm. The List will contain particulars as to the qualifications, &c., of Assistant Mistresses desiring engagements, and WILL SHORTLY BE BROUGHT BEFORE Head Mistresses and Principals of ALL the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c. The names and addresses of Assistant Mistresses will not appear in the List referred to. A List of VACANCIES in Schools will be forwarded to English and Foreign Mistresses on application.

N.B.—Candidates should state full details as to certificates, qualifications, experience, and should enclose copies of testimonials.

A List of Schools for Sale and Partnerships will be sent gratis to intending purchasers. Please see page 660 for brief particulars of some of the Schools which Messrs. GRIFFITHS, SMITH, POWELL & SMITH have for disposal.

CHIPPING CAMPDEN GRAMMAR SCHOOL, GLOUCESTERSHIRE.

(Founded in the year 1487, reconstructed 1909.)

The Governors invite applications for the appointment of HEAD MASTER of this School (for Boys and Girls) to date from the beginning of the Summer Term, 1913.

Salary £150 per annum, with a capitation fee of £3 per annum for every scholar. Minimum salary £250 per annum, plus house and rates free valued at £50.

The Governors are prepared to make terms in respect of provision of deferred annuity.

The Master's house has present accommodation for 20 Boarders, and further housing room is obtainable.

Applicants must be Graduates of a University in the United Kingdom, or have such other equivalent qualification as may be approved by the Board of Education. Preference given to those between 30 and 45 years of age.

Forms of application, which must be sent in with not more than three testimonials (copies) on or before the 19th of October, 1912, can be had from the undersigned.

Canvassing will be a disqualification for the appointment. OLIVER H. NEW, Clerk to the Governors. Chipping Campden. 19th September, 1912.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. No charge is made for this service.

CHURCH OF ENGLAND COLLEGE, EDGBASTON.—Wanted in January, experienced MATHEMATICAL MISTRESS. Churchwoman. Apply—HEAD MISTRESS.

VACANCY, now or at Christmas, for RESIDENT PUPIL at reduced fee, over 16, who wishes to work for London or Birmingham Matriculation or Higher Music Examinations if able to assist a little with younger Pupils in Residence or with Kindergarten. Apply—Miss BAILY, Edgbaston College, Bristol Road, Birmingham.

LUDLOW HIGH SCHOOL.—Wanted for January, SCIENCE MISTRESS to take Elementary Science, Botany, Nature Study, and Elementary Latin. The last subject is essential. Games a recommendation. Salary according to County Scale. Degree and experience essential. Apply to HEAD MISTRESS with copies of testimonials, full particulars, and photograph before October 15th.

WANTED, January, HISTORY MISTRESS, Honours Degree or equivalent essential for the Belvedere School, G.P.D.S.T., formerly the Liverpool High School. Apply—Miss RHYE, 17 Belvedere Road, Liverpool.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

APPOINTMENT OF CHIEF INSTRUCTOR OF PHYSICAL EXERCISES.

Applications are invited for the position of CHIEF INSTRUCTOR OF PHYSICAL EXERCISES. Salary, £250 per annum.

The person appointed will be required to devote his whole time to the duties of the Office, and to give or supervise the Physical Instruction of the Students in the University Training College, the Committee's Training College, the Pupil Teacher Centre, and the Elementary and Evening Schools of the City.

Forms of application, which may be obtained from the undersigned, should be returned duly completed, not later than 12th October, 1912.

Personal canvassing will disqualify.

G. S. BAXTER, Secretary. Education Office, Sheffield. 25th September, 1912.

KIBWORTH BEAUCHAMP GRAMMAR SCHOOL (MIXED) NEAR LEICESTER.

Wanted for the middle of next term an ASSISTANT MISTRESS to take French, Needlework, Scripture, Class Singing, Junior Form Work and Physical Exercises with girls. Salary £120 per annum. Hours about 28 per week. Degree and experience expected. Number in School about 45. Applications to be made to the HEAD MASTER.

TYPEWRITING.—Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptness and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

BRIGHOUSE EDUCATION COMMITTEE.

Wanted, for the CARR GREEN COUNCIL SCHOOL, an experienced Certificated ASSISTANT MISTRESS, with a knowledge of the modern Domestic Training for Girls, especially Needlework, Hygiene, and Care of Children.

Salary £90 to £100 according to qualifications and experience.

Applications, together with copies of recent testimonials, to be sent in to the undersigned not later than October 11th, 1912.

JNO. REEVE, Education Office, Manor House, Clerk to the Education Committee Brighouse.

GODOLPHIN AND LATYMER

SCHOOL, HAMMERSMITH.—Wanted, in January, a MISTRESS to teach English Language and Literature. Some secondary school experience and an English Honours degree (first or second class) essential. Games desirable. Salary from £130, according to experience and qualifications. Unsuitable applications not acknowledged. Apply—HEAD MISTRESS.

THE LEEDS EDUCATION COMMITTEE invite applications for the following posts:—

GIRLS' MODERN SCHOOL, LEEDS.—FORM MISTRESS at once, to take Higher English. Some knowledge of Elementary German would be helpful. Honours degree and experience essential. Commencing salary £110 to £130 per annum, according to qualifications and experience.

WEST LEEDS HIGH SCHOOL FOR GIRLS.—ASSISTANT MISTRESS for January next. Special subject: Geography. Subsidiary: Science and Mathematics. Degree or equivalent and Secondary School experience essential. Commencing salary £120 per annum.

COCKBURN HIGH SCHOOL, LEEDS.—FORM MASTER, at once, with good qualifications in Geography and History. Degree or equivalent and Secondary School experience essential. Commencing salary £120 per annum.

CENTRAL HIGH SCHOOL, LEEDS.—MANUAL INSTRUCTOR, at once, with experience in teaching, and high qualifications in Wood and Metal Work. Commencing salary £160 per annum.

Application forms, which may be obtained from the undersigned, should reach the Education Offices, not later than 11th October, 1912.

JAMES GRAHAM, Secretary for Education. Education Offices, Calverley Street, Leeds.

WEST SUSSEX AND CHICHESTER JOINT EDUCATION COMMITTEE.

HORSHAM PUPIL TEACHER CENTRE AND SECONDARY SCHOOL FOR GIRLS.

Wanted, in January 1913 or earlier, an ASSISTANT MISTRESS, to assist in teaching Science (Chemistry, Physics, Botany), Mathematics, and Geography on modern lines. B.Sc. of London with teaching Diploma and experience in Secondary School work preferred.

Salary £120 to £130, according to qualifications and experience. Send for Application Form to the SECRETARY, Education Offices, Thurlow House, Worthing.

MUNICIPAL SCHOOL, SCARBOROUGH.—Wanted, at once, SECOND MISTRESS in Domestic subjects. Cookery, Laundry, Needlework, or equivalent Diplomas. Salary £80 to £100 by £5 annual increments. Some junior class work may be required. Apply—HEAD MASTER.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, The Journal of Education fulfils a very useful mission to secondary teachers."—The Western Daily Press.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

REQUIRED, for the GOVERNMENT GIRLS' HIGH SCHOOL, QUEENSTOWN, CAPE COLONY, an ASSISTANT MISTRESS to take Botany, some Chemistry, Nature Study, and also Geography, if possible. Degree (or Oxford or Cambridge equivalent), training, and experience essential. Salary £180, of which £40 is deducted for board and residence in the school boarding house. Passage out paid on a three years' agreement. To sail end of December. Apply, giving full particulars—age, education, experience, &c.—to Miss GRÜNER, 59 Cambridge Street, Hyde Park, W. Only suitable applications acknowledged.

COUNTY BOROUGH OF HASTINGS EDUCATION COMMITTEE.

SECONDARY SCHOOL FOR GIRLS.

The Committee require the services in January next of either:

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The Mistress appointed to either post must be willing to take a prominent part in the out-of-school life of the girls.

Applications (on forms to be obtained from the Offices of the Committee on receipt of stamped addressed foolscap envelope) must reach the undersigned not later than Monday, 14th October.

Canvassing will disqualify.

PHILIP O. BUSWELL,

Offices: 18 Wellington Square, Hastings. Secretary.
3rd September, 1912.

GIRLS' SECONDARY SCHOOL, SOUTHPORT.

Head Mistress: Miss F. ATHYA, M.A.

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THE COUNTY SECONDARY SCHOOL, DALSTON.

(3) ASSISTANT MISTRESS, specially qualified in Chemistry, Physics, and Botany. Ability to help in School games will be an additional recommendation for this position.

THE COUNTY SECONDARY SCHOOL, CHELSEA.

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Every communication must be marked H.4 on the envelope.

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Clerk of the London County Council.
Education Offices,
Victoria Embankment, W.C.
25th September, 1912.

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Canvassing will be considered a disqualification.

By order of the Committee.

FRAS. W. CROOK,

Caxton House, Westminster, S.W. Secretary.
24th September, 1912.

COUNTY COUNCIL OF DURHAM.

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"A MERRY HEART."

THE happiest and youngest hearted person I know is a little old lady of eighty-four, who lives alone on a tiny income that is somehow always large enough to be shared with other people; who keeps herself and her old-fashioned belongings in the most exquisite order; who is loved and laughed at and scolded by scores of friends; is always so deep in engagements that you cannot be sure of her at even a week's notice; who never for an instant finds life dull.

She is a charming mixture of shrewdness and childlikeness, but her face, masklike from the very fullness of the record graven there, is astonishingly impassive. Large and heavily framed, of a curious bleached colour, it is crossed and recrossed by innumerable wrinkles, lined and seamed and furrowed beyond belief. A short, inquiring nose is set between narrow slits of pale eyes that peer blinkingly out at you from under thin, wrinkled, almost lashless lids. The upper lip is abnormally long, deeply indented; the mouth is drawn a little to one side by a patch of dully gleaming scar. The hair, worn parted and smoothed over the ears and twisted behind into a funny tight little plait round a bit of black ribbon that ought to be invisible but never is, in colour is a lustreless lint-white. An odd, bunched little figure, trim for all its bunchiness, with comically short arms and legs, dressed always in plain, well darned and mended black, set off at the throat and wrists by spotless ruffles and "tuckers"; for ornaments, a huge cameo brooch, an old-fashioned flat watch and a slender thread of gold—her mother's wedding ring—my old lady moves briskly from hearth to table, poking up the fire and dashing tea into the pot with characteristic haste and recklessness; or sits sewing by the window, black-rimmed spectacles thrust crookedly on the tip of her nose, her nimble fingers keeping time to a steady stream of talk—humorous, pithy, shrewd—as kindly in intention as it is racy in expression.

Her conversation is studded with homely words and phrases, some survivals, no doubt, of an earlier generation, others surely all her own, that give it a curious pungency. How often has she scolded, "Law, child!"—a Puritan of the strictest sect, she allows herself the free use of this one expletive—"Law, child, do 'eo sit still! you're for all the world like a parched pea on a drum," and has been heard to complain that a certain visitor who "drank tea" with her was "as mum as a drum with a hole in it." She sews with more speed than neatness, but defends the size of her stitches on the ground that "a galloping horse won't see them." She always carries two handkerchiefs—"a shower" and "a blower"—and counts no garments a set that do not comprise "a wash, and a wear, and a go naked." The soul of quickness and cheerfulness herself, she disapproves of those who "grizzle" and "quirk" and "wear themselves to fiddle strings," regarding a Peter Grievous as only one degree better than a Betsy Dangle. Her pet exclamation of disgust is an emphatic "Gadgel!" while "Ah, 'tis goodly!" marks for her the height of appreciation.

She has always been fond of nicknames, and sometimes hits off the idiosyncrasies of her acquaintance with surprising penetration. "My Lady Sniff," "Madame Bustle," "Jack Sprat," "Mrs. Up"—these she has fixed for ever, and with unconscious humour she avenges herself upon a tiresomely enthusiastic missionary friend by never mentioning her apart from the scene of her labours, so that, as children, we quite believed that "Annie Saunders, Bone, Algeria," was the lady's lawful if unusually double-barrelled name. This habit has occasionally landed her in difficulties. She is notoriously hazy about names, geographical and otherwise. She once asked for a ticket to Norfolk, and was seriously annoyed on another occasion with a London policeman who was unable to direct her to "my cousin's Mrs. Richards, a widow lady with two daughters"; and with customary spirit relates how she failed to trace a friend whom she aptly describes as "Glider." An old gentleman,

come to the rescue, suggested that as she had forgotten the number of the house and was uncertain of the square in which her friend lived, he might be able to find the address in a directory. "But, behold me, I could think of nothing but 'Glider, Glider,' so that I had to tell him I had forgotten *her* name, too. I know he thought I was a lunatic," she chuckles delightedly, but to this day she is unable to recall "Glider's" true name. The question having arisen of the present name of a dressmaking widow, lately married, she solved the difficulty by summarily ordering us to address our request to "the late Mrs. Bush."

If her language is quaint, her cooking arrangements are quaint. She does most of her cooking herself, and as her own digestion is of a robustness that defies the most outrageous demands made upon it, her friends have learned to prefer afternoon tea to any other meal at her hospitable but unreliable hands. Her invitations are characteristic. "Come at 6.30," she will write, "Irish stew and no fuss." She adores pepper—and that Cayenne—which she scatters freely, even when mixing her celebrated ginger wine, of which it seems to be the principal ingredient. Her favourite dishes are, perhaps, crab and cockles, despite the fact that she once encountered a crab of whom she remarked in disgusted surprise, "Law, 'tis a bad body and good legs"; but she often sends out invitations to a tripe supper, the sauce being, on one occasion at least, thickened with giant sago to give it "body."

But though the wise avoid dining with her, tea—delicious bread and butter, flanked with specially moist dough-cake and seasoned with the hostess' spicy table-talk—is a pleasure not soon to be forgotten. The meal cleared away, the visitor will be set down to help sew for the sale of work that the old lady holds yearly in her rooms. To this end does she spend her days crocheting wonderful wool-work mats, busily hemming bootboots, edging dolls' bonnets with scraps of lace, out of a heap of odds and ends "concocting"—the word is hers—a thousand trifles, which, tasteless and grotesque as they often are, represent hours of devotion. Now by persuasion, now by bullying, she manages to fill her sale room to such good purpose that she is able year by year to make a substantial contribution to her beloved foreign missions.

She is as generous to her many friends as to the heathen. No one of them is ever forgotten at Christmas, but will receive at least a card, often with a small picture or text pasted over the name of the original sender—the practice of writing names on Christmas cards she strongly deprecates, and perhaps a little present, purchased it may be at the Penny Bazaar—a favourite haunt of hers—a set of dusters or a pair of kettle-holders (flannel for the kitchen, silk or velvet for the parlour), or toilet mat of American cloth, ornamented with a border of pearl or even, if funds are low, of boot buttons. But "all work and no play makes Jack a dull boy," she quotes presently, and the sewing or knitting is laid aside, and we give ourselves up to games. These with her are a veritable passion. Croquet is nearest her heart and no one who has not seen her, impatient as ever, trotting over the lawn or calling anguishedly to her ball to stop as it threatens to roll beyond its hoop, can claim to know her fully. Despite her wild hitting she plays surprisingly well, and demands from others the concentrated attention that she gives herself. "Take away his mallet, he's not attending," she called once apropos of a perfect stranger who was playing rather languidly, and, like Mrs. Battle, she loves the rigour of the game. Cards, however, her principles forbid, so she consoles herself with complicated varieties of dominoes and draughts and a certain form of Halma which she has christened "Kangaroo." These she will play by the hour with far more fervour than most children would show. The opponent she likes best is one who is nearly her equal but who tactfully allows her to win finally in the "conqueror." She is fond, too, of spelling games and buried cities, sometimes with surprising results. "My first is part of the body with the *h* left out, my second is a small cane, my whole is a town in England," she told us once, and found us as dull not to guess Ipswich immediately, as when we failed to recognize

in "My first is what you play with babies, my second is a solitary person, my whole is a place in France, I *think*," Bo-lone, *her* rendering of Boulogne.

She is a great lover of flowers, and in this connexion is utterly conscienceless. "Do you know that you are trespassing?" the owner of an estate, coming upon her digging up fern roots, asked her sternly. "Oh yes," she replied blandly, without even looking up, "but I must have this one"; and having secured it, to the great scandal of her friends hypnotized him into helping her to carry her booty away.

All her pleasures, to be enjoyed, must be shared with a friend or neighbour. A drive is her greatest delight, but a vacant place in the carriage will spoil the expedition for her, and she will lament the absence of this or that acquaintance who might have shared the treat, with a simple trust in your agreement that is very significant. No more generous or grateful soul ever lived. "Now, how *kind*! How good everyone is to me!" is always on her lips, uttered with as sincere thanks for a bunch of primroses or a shilling's worth of stamps as for a handsome addition to her infinitesimal income.

Her attitude towards public affairs is one of complete indifference. Asked about politics, she will reply, "I'm Blue, my father was Blue," but what this means she has no idea. She cannot be persuaded into applying for the old-age pension, having some vague idea that to do so would be to prove herself faithless and unbelieving. "No, no, there are others who need it more than I do. I always have been provided for, thanks be to God, and I know I shall never be allowed to want."

Her reading is confined to her Bible and a few religious magazines and tracts, though she dearly loves a novel when she can be induced to waste her time over one. Indeed, though there are many things that she does not "hold with," she never condemns others for enjoying them, and takes the frankest pleasure in hearing of the plays and festivities in which her more worldly friends have taken part. "And what did they give you for dinner, my dear?" she asks, and settles down comfortably to hear all about it.

This interest in details is her most striking characteristic and, more than anything else, has served to keep her young in body and in mind. Unlike most old people, she has no fondness for reminiscences, is indeed rather impatient of them, and quickly changes the conversation to what Mrs. Smith told her yesterday or what she and Miss Jones are going to do to-morrow. However, we do sometimes get her to talk of the past for our delight, and most of all we take pleasure in seeing this little old child of eighty-four stand up, with her hands unconsciously placed behind her, to relate the story, learned so many years ago, of

Daffy-down-dilly, who lived by the well,

A good-natured boy, could both read, write, and spell.

So she lives her life, the busiest, cheerfulest, most contented of happy old maids, neither regretful of the past nor fearful of the future, occupied utterly with the dear immediate present.

ELIZABETH RENDALL.

THE GOVERNESS AGENCY.

IT is commonly supposed that Governess Agencies do not now get much opportunity to be anything but genuine, and yet a little knowledge of the dealings of some of them makes one pause and wonder whether there is not some hankey-pankey about them still, especially in the matter of appointments for interviews. An agency which wishes to appear flourishing must be greatly tempted to advertise a few more posts than it really has. And who is to know that they are not genuine except the numerous unfortunate

applicants for the vacant post? And even they can only suspect; they cannot prove that the post has not been given to someone else, for in nine cases out of ten they are not even told the name of "the lady" who requires a daily governess, companion, or secretary.

Here is a case in point: On May 24 my friend Sybil Baker applied to an agency, which professes to be patronized by the nobility and gentry, for a secretarial post which the agents advertised in a good morning paper. As she was staying in the country at the time she wrote to the agency for details of the post, and received in reply a typewritten letter stating that if she would send five shillings and fill in a form her name would be entered in the books, and notices of all suitable vacancies sent to her. Enclosed was a small typewritten slip containing the same notice that she had seen in the paper—namely, "Daily Secretary required for several days weekly," with the additional words, "Interview town." Now these two words meant no more than the rest to me, but they seemed to bring a rather guarded look to Miss Baker's face.

"You see, I'm in the *country*," she said. "Are they doing a five-shilling gamble on the chances of my staying in it? I once before rushed up to town to be in time for 'Interview to-day 10.30,' and although I arrived at 10.22, it was only to be told that 'the lady' (nameless, of course!) 'had been called away from town unexpectedly.' No, if they don't give you the name and address of the employer, or a *reasonable* date for the supposed interview, it is not uncharitable to suspect that your coin in the slot will draw a blank."

However, being of an inquiring turn of mind, Miss Baker wrote again, stating that she could come to town at any time, and suggesting politely that in the meantime the agency should send the name and address of the lady who required a secretary.

After a delay of three or four days the address was sent: Mrs. McKinnon, The Lyceum Club, 128 Piccadilly. Reproaching herself for misjudging even an agency, Miss Baker wrote to this lady, setting forth her qualifications, and enclosing copies of testimonials for previous work.

She received no reply the next day. Nor the next. But on the third morning the postman left a large envelope with "Lyceum Club" stamped on the flap. Rejoicing that the longed-for employment had come at last, she eagerly opened it. But alas! inside was her own letter of application, with a note from the Hall Porter of the Lyceum Club, saying that there was "no member of the Club of that name," and he therefore returned the letter and testimonials, as they had been opened by a lady whose name was similar. This was annoying. "It's bad enough," said Miss Baker, "not to get the job I wanted, and it is always a trifle uncomfortable to have one's letters and testimonials read by persons for whom they are not intended."

"Chuck them and apply to another agency, Sybil," I advised, "these are evidently bad hats."

But she was willing to probe deeper still. "I like to know what people really *are*," she said, "even when they keep an agency. And this sort of thing does rather show, you know."

Sybil is a marvel. Nothing damps her ardour in the search for truth, and in the face of all this discouragement she indited another letter to the agency informing them of the Hall Porter's letter, and politely adding: "No doubt there is some perfectly natural explanation."

After a delay of about a week, the explanation came. "It's been rather long in the making," remarked Sybil cynically. The agency "much regretted" their typist's error in writing "McKinnon" instead of "——" the name that should have been given. The testimonials and details then started off on their travels again, addressed "Mrs. M——, the Lyceum Club." This time Sybil was not exactly "burning with high hope."

"Do you notice," she said, "that lower down in this letter of explanation they say, 'Would you care to take a post as enclosed particulars?' and then follow details of an entirely

new post. Now is that merely a decoy to prevent me from following up the 'McKinnon' trail?"

Another week passed without any reply from Mrs. M—. Knowing that letters are often forwarded from the Lyceum Club, Sybil's next step was to write to the Hall Porter asking him if there was a Mrs. M—, a member of the Club, and she received a reply in the affirmative.

She therefore wrote again to Mrs. M—, enclosing a stamped envelope for a reply, and explaining matters briefly. Even this, though she made it quite clear that the reputation of an agency was in question, failed to bring any reply. She happened, however, to be going to London during the following week, and made it her business to see the Hall Porter of the Lyceum Club, and to ask him if the letters had been forwarded.

"The letters," said the Hall Porter, "were all forwarded to Mrs. M—'s London address three days ago. She was abroad until then, and had given orders that none of her letters were to be forwarded."

This was satisfactory as far as the Lyceum Club was concerned, but it raised another point with regard to the agency, for they had said that Mrs. M— "was called away the day she intended interviewing, by the sudden illness of one of her children." Had she then intended to come from abroad merely in order to interview a daily secretary at a pound a week? Or was the child ill abroad? Or did the agency use her name knowing by some means that she was abroad, and was not having letters forwarded? Some governess agencies are kept by women who are more or less in society, and who are thus able to note the movements of its members.

The matter could have been satisfactorily settled at once by the briefest of replies from Mrs. M—, but in spite of a third more urgent appeal there was still no answer. The last inquiry was sent direct to Mrs. M—'s town house, which the Hall Porter happened to mention.

It was difficult to know why any lady should persistently refuse a reply to an obviously reasonable question of that kind, and Sybil resolved to make a final appeal, so wrote a fourth letter, saying that it had been suggested to her that the agency ought to be sued for obtaining money on false pretences if it could not be proved that the posts they advertised were genuine. She made it quite plain that Mrs. M— could clear them from all suspicion merely by stating whether she had applied to this agency *and on what date*. This brought a reply at last. Mrs. M— wrote that she *had* applied to the agency for a secretary, and had appointed one. She did not, however, mention the date of application or of appointment, and her own letter was undated, though the post-office stamp on the envelope was July 17. This combination of circumstances made Sybil resolve to make assurance doubly sure, and she pointed out to Mrs. M— the omission of all dates, asking if she would kindly supply the necessary ones. To this she received another internally undated reply, in which Mrs. M— did not supply either the date of application to the agency or the date of appointment of the secretary, but, instead, desired "to close further correspondence," leaving Sybil to attribute her silence to arrogance, to a perverse desire to mystify, or to some kind of complicity with the agency, and proving how difficult it is to test any one of the cases.

It is now nearly two months since Sybil first applied to the agency, but they have not sent her any other notices of vacancies in return for her five shillings except the two already mentioned. Possibly they kept them for less wide-awake people, thinking that their clients would not care for a secretary who was able to ask searching questions and dig into the roots of a matter.

All this set me wondering how many others besides my friend had applied and sent five shillings on seeing this post that so exactly suited them, and how often governess agencies had to use their wits to hoodwink applicants venturesome enough to turn up in person for the "interview," instead of sending five shillings and waiting for the *next* vacancy.

Perhaps the best course, and one which Sybil is seriously considering, would be to sue the agency for obtaining

money on false pretences, though here matters are made more difficult by Mrs. M—'s silence on the important point; but it would be a fair return for that lady's want of courtesy to compel her to speak, and to give evidence that she is not for any reason intentionally shielding the agency.

It is surely time that some legislation was introduced making it illegal to charge *any* fee, beyond stamps to cover postage of notices of vacancies, until an appointment has been obtained by the applicant. This would effectively extinguish the third- and fourth-rate agencies, the kind which advertise "No previous experience necessary," in order to catch the five-shilling fees of all and sundry of the unqualified throughout England, well knowing that even if the post be genuine it can only be given to *one* of the many who desire it so much, and who stake their poor five-shilling pieces on the chance of being the lucky one.

This may have been thought and said before, but it has not been said either often enough or strongly enough if it has failed to hinder those who live by the misfortunes of others, who batten on the dead hopes of their fellow-creatures.

E. JACKSON.

[No advertisements of agencies charging an entrance fee are accepted by *The Journal*.—ED.]

REVIEWS AND MINOR NOTICES.

John Pym. By C. E. WADE. (7s. 6d. net. Sir Isaac Pitman.)

Mr. Wade has earned the gratitude of all students of English history by this masterly account of the life and labours of John Pym. As he points out, "no popular life of Pym has been written since John Forster published his in 1837," and the researches of S. R. Gardiner long ago rendered Forster obsolete. Many of Forster's mistakes were due to his desire to drag Pym into "dramatic prominence"; there was little need to do that. Mr. Wade is very sparing of his comments upon the speeches and actions of Pym, and often contents himself with leaving them to speak for themselves. The sum total of the impressions thus conveyed forces upon us the conviction that Pym was inevitable. Ever working, never vacillating for one moment until the sword was out of the scabbard and had already tasted blood, leaving nothing to chance, not even details the most minute, Pym makes the ill timed impulsive counterstrokes of Charles seem puny in comparison. Not until the battle of Edgehill had been fought and Brentford taken did Pym hesitate. "His vacillation may well be pardoned, for he was beginning to feel the difficulty Charles had known so well, of finding supplies for an unpopular war."

To return to Pym's early career. Of his young days little is known, but Mr. Wade sums up briefly and well the circumstances under which his sinister figure first appears upon the political stage. It was by his three speeches upon the "great subject" of supply, the first of which was delivered on November 27, 1621, that Pym for the first time forced himself upon public notice as a master of debate. In commenting upon these speeches Mr. Wade shows us precisely where lay his strength as a Parliamentary orator:

It has been well said of Pym that his strength lay chiefly in his faculty of appreciating the ideas and the prejudices of the ordinary man, and of transmuting them into such a logical and attractive presentment that each of his hearers could feel in them kinship, if not paternity. . . . Pym was among the greatest, as he was among the first, of our Parliamentarians to show that not intellect, but enlightened common sense, is the quality which there carries furthest.

In criticizing the part played by Pym in the impeachment of Buckingham—the ninth, tenth, and eleventh articles of which were entrusted to his care—Mr. Wade well points out that, though at this time Pym was "on the full tide of the civil strife," yet "religion" was still his primary interest. Religion to Pym was not what religion was to such a one as

George Herbert or such a one as Bunyan. "He is of the house and lineage of William Laud, whom of all men he most abhorred; he is definitive, positive." Religion to Pym meant something which called for Yes or Nay, something one could and must fight about. "He is most characteristically himself when he is hard on the trail of some Popish school-master or expounding the doctrinal enormities of an Arminian bishop."

But, for all his religious intolerance, Pym was never a fanatic. In that respect he stands out in the clearest contrast with Eliot, for example, during the impeachment of Buckingham; and it was this very power of self-suppression which rendered "Pym and his snarls" so terrible to his enemies. He never allowed himself to be carried away by the tide of enthusiasm. The great speech which he delivered in the Short Parliament upon the subject of grievances—a speech which "at once assured to him that leadership of the House which he never lost until his death"—had been prepared with minute care and forethought. The manner in which he compassed the ruin of Strafford affords a model of devilish ingenuity. Against such men of blood and iron Charles was a child. "The greatest of all the statesmen whom an age fertile in greatness produced" went the way of Buckingham and heralded the approach of his master along that path which men call death. "And round about his scaffold capered Pym's patriots."

In 1641 came the parting of the ways. Now was the time for Pym to decide whether he would become the "leader of a truly national party, binding up the wounds of the country by associating the moderate men of both sides," or whether he would continue to follow that road of battle and murder and death, sudden and implacable, at the goal of which was the crown of "King Pym." "We do not know," says Mr. Wade, "that Pym ever hesitated." In our judgment, it would show little grasp of the moral character of the man to suppose that he ever could hesitate. And so Pym chose, as he was bound to choose, the path of destruction, of vengeance—a sword and not peace. On December 1, 1641, deliberately choosing the moment for driving the King to despair, for rendering civil war inevitable, he presented the Grand Remonstrance, reviving "from the beginning of Charles's reign every grievance that had been raised, even where such grievance had been since redressed." Too late (everything that the hapless monarch ever did was done too late) Charles realized that the dangers which menaced him were concentrated in the person of Pym. Of what use to offer him the Chancellorship of the Exchequer now, or two days later to impeach him of high treason? Both expedients were resorted to when the time for them was long since past. Charles went down to the House of Commons and paraded his futility, but Pym he found not; and from that moment of Charles's discomfiture and retreat Pym "became in fact a King." He did not live to witness the closing scenes of the drama, for on December 8, 1643, a destroyer more potent even than "that good fat man, Master John Pym," laid his hand upon him. What, then, is the final verdict? It is, in Mr. Wade's words, this: "Like Cromwell, Pym never knew where he was going till he got there, though at each stage of his journey he knew precisely at which station he would find himself next. Such men are the most dangerous of revolutionaries."

If John Pym be accounted great, he was great by reason of his very limitations. Any student of history who wishes for an impartial yet vivid picture of the troublous and momentous times in which John Pym lived and worked, should lose no time in perusing Mr. Wade's scholarly work.

The International Law and Custom of Ancient Greece and Rome. By COLEMAN PHILLIPSON, M.A., LL.D., Litt.D., of the Inner Temple, Barrister-at-Law. In Two Volumes. (21s. net. Macmillan.)

Dr. Phillipson claims that "the present work offers to the reader the first comprehensive and systematic account of the subject (namely, the international law, public and private, of ancient Greece and Rome) that has appeared in any language"; and Prof. Sir John Macdonell endorses his former

pupil's claim. Dr. Phillipson himself makes special reference to the second and third volumes of Laurent's encyclopædic series, but rules Laurent out of competition—yet on totally different grounds. Perhaps he had in mind writers more modern than Grotius, though indeed he is more comprehensive, if not more systematic, than Grotius. Sir John thinks these volumes "will help to dispel the fiction, still sometimes repeated, that in the sixteenth and seventeenth centuries a group of writers—notably Albericus, Gentilis, and Grotius—"founded" international law." By "founding" Sir John evidently means making, creating. But surely nobody that counts, nobody that has read a few pages of Grotius, would ever think of expressing such an opinion. What Grotius himself says is that, while the civil law has been treated by many writers, yet "ius illud quod inter populos plures aut populorum rectores intercedit . . . attigerunt pauci, universim ac certo ordine tractavit hactenus nemo." Very likely the fact that a good many points of what we should call international law, and especially "private" international law, are set forth as elements of the private civil law, may account for the lack of later separate treatment of them as international law. Anyhow, Grotius does not imagine for a moment that he is creating international law: he makes just the claim that Dr. Phillipson makes, that he is treating the subject more comprehensively and systematically than anybody has done before him, and, so far as Greece and Rome are concerned, he goes to the same sources, without the assistance of the immense modern literature that Dr. Phillipson is able to appeal to. However, there can be no doubt about the comprehensiveness of Dr. Phillipson's treatment. He has ransacked Greek and Roman literature, legal and general, the epigraphic collections, and a multitude of monographs and other writings dealing with the various topics in the modern languages of Western Europe. He disposes his multifarious materials systematically on the large scale; not so systematically within the particular chapters or sections. In cases where the precise terms used by an author that is not readily accessible are important, it is advantageous to have the full quotation at the foot of the page; it is rather awkward, on the other hand, to encounter a block of French or German or Greek in the middle of a paragraph of the text, particularly when the meaning is already given in the English, and the original is not specially called for. The style, in fact, is too often turgid and discursive. We like the discussions of modern opinions when they are really important, but we have no pleasure when a fly is broken on the wheel; and, while we agree with the insistent contention that "terminology in ancient times—as at any other time—was not subjected to a strict pigeon-hole application purporting to be definitive and exclusive," we get tired when we are told also that "words were often used with a flexibility necessarily demanded by the intrinsic significance of the synthetic and analytic processes of cognition and apperception." It would be unfair to say that Dr. Phillipson has emptied his notebooks (or some of them) into the different chapters, but the suggestion does occasionally thrust itself on the reader. The book is undoubtedly a good book, but it contains the materials for a better—better in selection and in plain and pointed exposition, more compact and less demonstrative—in a word, more mature in form. Substantially there is very little to quarrel with, for it would be ungenerous to remark on small details in a work of such extensive scope and such laudable industry. The indexes and the long list of works of reference are very useful. (By the way, the historical introduction to Hunter's "Roman Law" is wrongly ascribed to Mr. Greenidge.) These volumes are especially welcome as a sign that our younger jurists are beginning to deal with larger questions of principle and of historical development, with a working command of the immense and valuable literature of the continent of Europe.

Is the Mind a Coherer? By L. G. SARJANT. (G. Allen.)

The interrogative form of the title fitly indicates the author's attitude towards his subject. On the whole, he answers Yes.

but he is not dogmatic about it. He explicitly states, "I do not claim to know myself," and he very often carries on his argument by asking questions. The book is a metaphysical essay based upon a metaphor: the mind is compared to the instrument that electricians call a "coherer." Had the author confined himself to the nerve cells he might have made out an excellent case for something more than a mere metaphor, for obviously the regulation of pressure at the synapses may well be accomplished by some sort of physiological coherer. But Mr. Sarjant is interested mainly in metaphysics; he can claim, therefore, nothing more than an analogical argument. It is true that one of his chief points is that chemistry is in error when it maintains that changes in matter can take place only by means of conversion, whereas the true view, represented by the figure of the coherer, allows of change that implies increase of matter. This new system of chemistry enables the author to establish a satisfactory relation between mind and matter, not by bridging the gulf between them, but by abolishing the gulf. Mr. Sarjant's doctrine is one of immediacy and has a certain affinity to the current pragmatism. If one had to define it, perhaps the best way would be to say that it is Hegelianism grafted upon the Heraclitean flux, though it has to be admitted that the Leibnizian monad has a very prominent place in the argument.

The text is singularly obscure. Most readers will have great difficulty in getting at the author's meaning, not only because of the prolixity of his style, but because of the unusual, and in many cases inaccurate, meanings that he gives to words. "Reverend" is used for "reverent," "impassible" for "impassable," "reassimulating" for "reassimilating." One might be inclined to set down some of these errors to the credit of the printer, for there are many obvious misprints; but, when we find on one page the word "hypothesized" consistently used four times in an altogether wrong sense, we feel that the compositor is not the chief culprit. The difficulties the reader has to contend with may be gathered from the following passage, which is paralleled by scores of others:

We have spoken of this particular nineteenth century *impasse* as to the molecular becoming the mental, as illusory, and as if, being an "error" (though it was also the thought that had to be thought, and thus a mere progress growth-stage in greater science, and one of the progress-stages by which greater science grows), only detecting "error" and wrong as it is discardable, as "error" (in the activity of disknowing it) becomes incorporable in the new, which cannot be without this activity of disknowing—the rule of life being to be only able to have anything by means of an opposite *actively disknown*—it were no harm.

Towards the end of the book Mr. Sarjant says: "The trained philosopher will see that I have skimmed over parts of the problem of the greatest difficulty." But most trained philosophers will find less fault with this than with the erratic way in which the matter is presented. We approached the book with a distinct bias in its favour; we get quite enough of the academically respectable philosophy, and welcome freshness. We do not like Mr. Sarjant's lapses into frivolity, such as: "But you try and speak first to the categorical, and—by jiminy!" Yet we would willingly pass over all such eccentricities if only the rest were clear and fresh. There is much ingenuity in the book, but it has no chance in its present setting.

Mr. Sarjant is modest in his claims for his theory. He does not suggest that it is going to revolutionize modern thought in the ordinary sense of that term. Indeed, one of the most satisfactory chapters in the book is that which insists upon putting the ordinary first, leaving psychic research to deal with the exceptional. His main claim is that his theory will broaden the humanities and "reinstigate" and "reinforce" ideals. But is it not rather an impotent conclusion that, "if we are coherers, . . . we shall not see any further or hear any better or worse than we do now, only the method in which we see and hear and think we shall know to be different"?

Eastern Asia: a History. By IAN C. HANNAH.
(7s. 6d. net. Fisher Unwin.)

Mr. Hannah's aim in writing this history was clearly not to provide the short cut to knowledge on which some critiques of the first edition congratulated him. Every man, ignorant or not, talks of the East in these days, and it is the author's intention that those who have read his book shall talk of it and of our relations with it a little less ignorantly than before, and be a little more impressed with the profound and immemorial significance of the vast continent in which we of the West so inconsiderately set foot. Persia, Mesopotamia, Arabia, Syria, and Asia Minor are omitted from Mr. Hannah's survey as belonging more properly to the history of the Mediterranean, perhaps also as bearing less directly on the true focus of this book—the course and future of Western interference. The last hundred years in India, China, and Japan are treated with a detail altogether out of proportion to the rest of the book were it not the author's aim rather to provide a historical background to these events than to review in mathematical perspective the long ages of Eastern history. This focus has transformed a scrap-book of events into an admirable study. Such detail as is given is well chosen and significant, and, in spite of the blank it produces, Mr. Hannah perhaps did wisely to leave literature and art out of his history. It is undoubtedly the last chapters that command most attention. Mr. Hannah is singularly without prejudice; if we say that his sympathies are with the East we do not mean that they are anti-European. Though he is under no illusion as to the always questionable causes of Western interference and the unwisdom of the methods employed, he is equally alive to the energy, devotion, and skill that the problem of Eastern government has called into play in Europeans. The italicized statement that "Asia is only in a state of decay because of European interference" will prove a hard saying to many, and is certainly incapable of proof. However wide an interpretation be put upon "decay," Mr. Hannah appears to assign too creative a function to European interference. It would be more true to say that it has hastened the natural process of disintegration from which the new life springs. A map and bibliography would greatly have increased the utility of this able and suggestive book.

BOOKS OF THE MONTH.

Botany.

- British Plant Galls: a Classified Textbook of Cecidology. By E. W. Swanton. With Introduction by Sir Jonathan Hutchinson, D.Sc., F.R.S. Sixteen Coloured Plates by Mary K. Spittal. *Methuen*, 7s. 6d. net.
- A Textbook of Botany. By Dr. E. Strasburger, Dr. H. Schenck, Dr. L. Jost, and Dr. G. Karsten. Fourth English Edition. Revised with the Tenth German Edition by Dr. W. H. Lang. F.R.S. *Macmillan*, 18s. net.

Classics.

- P. Vergili Maronis Opera Omnia ex Recensione H. Nettleship a J. P. Postgate relecta. Tom II. 2 vols. *Macmillan*, £1. 11s. 6d. net.
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Heredity and Eugenics: a Course of Lectures by W. E. Castle, J. M. Coulter, C. B. Davenport, E. M. East, and W. L. Tower. *Chicago University Press*, 2 dols. 50 c. net, and *Cambridge University Press*.

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MINOR NOTICES.

P. Vergili Maronis Opera Omnia, ex recensione HENRICI NETTLESHIP a JOANNA P. POSTGATE relecta. 2 vols. (£1. 11s. 6d. net. *Macmillan*.)

Memories are short, and we must repeat what we said in noticing the two previous classical volumes of the Riccardi Press. It is a triumph of modern typography, not only beautiful, but legible—a quality that is lacking in some of the most beautiful specimens of printing set forth in the *Times Supplement*. The text is that prepared by Henry Nettleship for "Bell's Corpus Poetarum," revised by Prof. Postgate. It gives, as the editor has elsewhere written, not what Vergil wrote (that no man knows or will know), but Vergil as he was known to the fourth or fifth century, only in spelling and punctuation it makes a distinct advance on the edition of Ribbeck. We believe that a special set has been printed for Eton leaving books, and we cannot think of a more suitable prize-book for a classical side. Head masters who share our view should lose no time in ordering copies, as the edition is limited to five hundred.

Fourteen Satires of Juvenal. Translated into English by ALEXANDER LEPER. New and revised edition. (5s. *Macmillan*.)

Dr. Leper, Warden of Trinity College, Melbourne, has virtually rewritten the joint version of the Satires, by Leper and Strong, published in 1882, and added the Sixth Satire. He has profited by the editions of Lewis and of Duff, and many obscure passages have been made plain, and certain emendations of the text have been adopted. Here is a sample taken somewhat at random: "The enterprises of the winds, the ghosts that Aeacus is a-torturing, the place from which another somebody is making for home with a golden sheepskin that he purloined, the size of the rowan-trees that Monychus is hurling—all this is echoed without ceasing by Fronto's plane-trees, by his marbles all cracked with the reading, the everlasting reading. Be the poet great or little, from all alike you may expect the same old song. So let me tell you, I too have flinched from the rod: I have pleaded with Sulla that he should retire

into private life and get sound sleep. It is a foolish leniency, when at every turn you run against so many inspired bards, to spare the paper which some one is sure to spoil." This is a faithful rendering, but it is prolix, and misses the point and vigour of Juvenal. *Quid agant venti* is rather "What the wild winds are saying." "The thief who made off with," &c., is near enough for *unde alius*. "What, have not I too flinched from the tawse?" It was a caning, not a birching. "'Tis folly to spare paper for scribblers" gives the five Latin words in seven in place of sixteen. We doubt whether it was worth while to add a bowdlerized version of the Sixth Satire. Those who have strong stomachs may consult Dryden or Gifford, and the late Mr. Jayes had the courage to produce a literal prose rendering.

Contes et Récits. Edited by J. E. MANSION, B. ès L. (1s. 6d. Harrap.)

In "Contes et Récits" M. Mansion has put together a very attractive collection of old-time legends, stories of real life, and historical tales, increasing slightly in difficulty as the book advances, the whole making an admirable third-year reader. Appended to it we find some excellent notes in French, explaining harder constructions, historical allusions, and the like—notes which in themselves presuppose a certain ease in understanding ordinary French words—and these are again followed by suggestions in French of subjects for free composition. Up to this point all the editorial work tends to keep the pupil in a French atmosphere and to encourage the teacher to use French as his medium; and then the whole tenor of the work is reversed by the insertion of forty-five pages of French-English vocabulary, in which it has been thought necessary to insert *pain, beurre, quatre*, &c., and where the learner is not even permitted to guess such words as *la promesse, la justice, sauvage*, or others equally near to their English equivalents. While we are willing to grant that a vocabulary of a few of the more uncommon words may mean a lawful saving of time to young children, we cannot express too strongly our opinion of the gain that will accrue to modern language work when the "complete" vocabulary has become, as it must eventually do, a thing of the past.

Récits Historiques. By EMMA MOFFETT. (1s. 6d. Harrap.)

In this book Miss Moffett has collected a series of historical incidents covering the period from 58 B.C. to the death of Henri IV. All the well known stories of French kings and heroes are to be found here, attractively told and fully illustrated, in a way to make a very pleasant introduction to French history. A preface gives a further general survey down to modern times, and there is an excellent chronology at the end, with comparative tables of events in French and English history. This should prove very useful, but it would be the better for a clearer separation being made between 52 B.C. and the first date after A.D., which happens to be 406; as it is, there is no wider spacing at that point than between any two successive years. There are a few purely historical notes, and a very full vocabulary. Such books are most welcome in making the French country and people more real to us, and we should recommend them more warmly still if they could also be published without vocabularies for the use of those teachers who deprecate giving their pupils help of this nature.

"Siepmann's Primary French Series."—*La Vache Enragée.* Par JEAN MACÉ. Edited by E. H. ARKWRIGHT, M.A. (1s. Macmillan.)

This primary series of French readers is edited on the same lines as Mr. Siepmann's more advanced modern language texts. There is, however, in addition, a short *questionnaire* and a key to the "Words and Phrases," making in all five appendixes which include a complete vocabulary. As a consequence many of the words and difficulties of the text are twice explained, either in the notes and the key or in the key and the vocabulary, an unnecessary amount of help being thus provided. "*La Vache Enragée*" is a fairy story concerning the reform of a spoiled child, the language of which is in places in advance of the subject-matter. In our opinion it would be used to best advantage for rapid reading by pupils who have passed beyond the primary stage.

"Siepmann's Elementary French Series."—*L'Homme à l'Oreille Cassée.* Par EDMOND ABOUT. Edited by EUGÈNE PELLISSIER. (2s. Macmillan.)

In "*L'Homme à l'Oreille Cassée*," the story of the mummified colonel of the First Empire brought to life under the Second, M. About has given free play to his vivid fancy. The result is a tale of so original a plot and of such strange and unexpected turns of fortune as is sure to hold the attention of any child who loves a good story of adventure. M. Pellissier's notes give valuable hints on pronunciation in addition to idiomatic renderings and very helpful grammatical comments. The well known appendixes of this series for which he, with Mr. Siepmann, is also responsible show the thoroughness and care which mark all this series. Both the text and the retranslation exercises, however, strike us as more

fitted for pupils in the "Advanced" than in the "Elementary" stage, and this in spite of the amount of help given in notes and vocabulary.

"Siepmann's Advanced French Series."—*Les Dames Vertes.* Par G. SAND. Edited by EUGÈNE PELLISSIER. (2s. 6d. Macmillan.)

It is a pity that M. Pellissier, in his interesting little preface on George Sand, has omitted to tell us to which period of her life "*Les Dames Vertes*" belongs, or even if it be a complete book in itself or merely an extract from one of her longer novels. The story is a romantic one, turning on the settlement of a law-suit, in the course of which the young lawyer, coming to discuss the case with his fair client, loses his heart to the other claimant, whom he meets under the guise of an apparition. The notes and retranslation exercises are both thorough and systematic, and the continuous passages have the advantage of being, like the text, written in the first person—a difficulty in which it is often hard to give sufficient practice.

Lectures et Exercices : Cours Supérieur. Edited by F. M. S. BATCHELOR. (2s. Black.)

We have in this book the fifth of a series of "Reform Readers," under the general editorship of Mr. Kirkman, and we cannot recommend it too strongly to the notice of teachers. The text, though consisting of extracts from different authors, preserves a certain continuity through its subject-matter which is confined to the period 1804-1871, as treated in history and in fiction. The standard of the French is therefore high enough to give good practice and supply a varied and modern vocabulary, and the extracts are bound to interest. Explanatory notes in French are appended to each section, and the book can also be supplied with the addition of English notes if required. The exercises, which are reserved to the end, are systematic, varied, and interesting, comprising both grammar and word-building and giving abundant oral and written practice on the text. In the case of the harder rules of syntax, a second exercise is provided in the following section to ensure a thorough grasp of the difficulty. The book is specially intended for preparation for the Senior Locals, and we are confident that any form that has worked conscientiously and intelligently through it will be able to face these examinations with good hope of success. We notice the omission of a *ne* on page 141, II B: "*Mots qui doivent pas être employés.*"

Elementary French Composition. By F. VICTOR MASSARD. (2s. 6d. Rivingtons.)

For those teachers who wish to begin translation into French at an early stage we cannot too warmly recommend this book of M. Massard's. It claims to be founded on the direct method of modern language teaching, and Part I is to be the stepping-stone between oral work and the beginnings of French composition. Accordingly this first part contains an easy consecutive story, divided into sections, with *questionnaire*, idioms, word-formation, and retranslation exercises all based on the text, and furnishing such constant opportunity for recapitulation as to secure the building up of a good and reasoned vocabulary, though it is, perhaps, a pity that the full notes on the idioms, appended to this part, leave no exercise for the pupil's ingenuity. Part II contains material for translation into French: again continuous pieces, and such as ought to be well within the range of a boy or girl who has worked thoroughly through Part I. Finally, M. Massard has added some very useful hints on syntax, with recapitulatory exercises on them in French and English. Many of the rules given are quite excellent—notably those on the rendering of English auxiliaries and on *c'est* and *il est*. To say, however, that *plus que* is only used before pronouns, and to quote "*Ne parlez pas de la sorte*" as an exception to the rule that *de* is used without the article after a negative, are regrettable defects. And we notice several misprints: page 33, "*celui que exerce*" (*que* for *qui*); page 166, "*Je fut obéi*"; page 167, "*J'ai en occasion*" (*en* for *eu*).

The Law and the Prophets; or, The Revelation of Jehovah in Hebrew History from the Earliest Times to the Capture of Jerusalem by Titus. By Prof. ALEXANDRE WESTPHAL. Translated and adapted by C. DU PONTET, M.A. (Pp. xxviii, 457. 8s. 6d. net. Macmillan.)

This interesting volume presents a narrative of Biblical history from the earliest times to the Fall of Jerusalem. The history is reconstructed according to a particular view, the most interesting feature of which is the author's theory that throughout we must see a persistent conflict between "Jehovism" and "Elohism," the former representing the higher and the latter the lower element in the religion of Israel. Thus the Temple of Solomon sanctioned Elohism; in the ninth century rival schools of Jehovist and Elohist prophets arose. After the exile "Levitical Elohism" triumphed, till it culminated in the Pharisaism of the New Testament period, when "the Elohist doctrine reaches its highest development and also

its widest aberrations" (page 402); in Jesus "Jehovism" reaches its climax, and in the Gospels we have recorded the story of "the moral rupture between the *Jehovist* Messiah and the *Elohist* clergy" (page 417). The book is pervaded by a profound religious spirit, but it suffers as a whole from too little attention being paid to the background of actual history as revealed by archaeological research; the reconstruction is often artificial, resting as it does upon a subtle interweaving of Biblical data which are not really continuous. Nor is Prof. Westphal's treatment of critical results always satisfactory. He fails also to do anything like justice to the legal religion. Nevertheless the volume is an exceedingly valuable and stimulating treatise, which ought to be read and studied by all who take an intelligent interest in Biblical problems.

Classical Papers of Mortimer Lamson Earle.
(12s. 6d. net. Frowde.)

Prof. Earle, of Columbia University, is known to classical scholars by his thorough and independent editions of the "Medea," the "Alcestis," and "Oedipus Tyrannus." His various contributions, mostly to the *Classical Review* and the *American Journal of Philology*, were well worthy of republication, and his lifelong friend, the late Prof. Ashmore, has added, by way of preface, a brief memoir. No future editor can afford to overlook his notes on the three tragedians. Though few of his many bold emendations are likely to find acceptance, yet they often point to difficulties that have been wholly overlooked or slurred over.

Lectures on the Theory of Functions of Real Variables. By JAMES PIERPONT, LL.D., Professor of Mathematics at Yale University. (20s. Ginn.)

In this second volume of Prof. Pierpont's "Lectures on Functions of a Real Variable" the same method of presentation is adopted as in Vol. I, the aim of the author being to stimulate interest rather than to write an exhaustive treatise. To attempt to value a book of this character after a month's acquaintance would be presumptuous, but, after reading Chapters VIII to XI and then going to Chapter XII, where the author gives his new theory of Lebesgue integrals, one realizes that it is quite possible to make difficult points clear without in the slightest degree sacrificing rigidity of treatment, and that Prof. Pierpont is not writing merely for his mathematical equals, but also for the student who is beginning this difficult subject. In this volume there is much, however, that is original and of which the advanced student cannot afford to be ignorant. In the first two chapters the author develops the original theory of integration introduced in Vol. I, and deduces results more general than those obtained so far with Riemann Integrals. Another piece of original work is the Theory of Lebesgue Integrals developed in Chapter XII and based upon a definition more natural than Lebesgue's. The author's treatment of the area of a curved surface also has distinct claims to originality. Owing to the necessarily complicated symbols, the printing must have presented difficulties, and the publishers are to be congratulated upon the results of the care that must have been given to the press work.

Advanced Calculus. By E. B. WILSON, Ph.D. (20s. net. Ginn.)

This treatise is encyclopædic. It begins with a revision of the formal results obtained in a first course on the Calculus, and a review of the fundamental theorems on functions of a real variable. Then follows three chapters on advanced Differential Calculus. Chapter VI deals with Vectors. Part II, consisting of a hundred pages, is devoted to Differential Equations and covers the same ground as Forsyth's treatise on the formal solution of Differential Equations, except that Hypergeometric Series and Solutions by Definite Integrals are not dealt with. Part III is probably the most valuable portion of the work, containing chapters on curvilinear integrals and Cauchy's integral, multiple integration and Green's Theorem, infinite integrals and contour integration, the Gamma and the Bessel Functions. Some idea of the density of the book may be gathered from the fact that Chapter XIV, consisting of twenty-one pages, contains paragraphs on the Gamma Functions, Dirichlet Integrals, Stirling's Formula, Error Functions, Bessel Functions and their asymptotic development. Chapter XV deals with the Calculus of Variations. Part IV is entitled Theory of Functions. It begins with important chapters on Series and Infinite Products. Chapter XVIII deals with Conformal Representation and Integrals on a Riemann Surface. Chapter XIX with Elliptic Functions; while the concluding chapter deals with Harmonic Functions. The advisability of condensing so much material into one treatise is open to question. It would be preferable that a student should purchase a small library including five or six standard works such as Bromwich's *Infinite Series*, Goursat's *Cours d'Analyse*, Whittaker's *Modern Analysis*, Osgood's *Funktionentheorie*, Forsyth's *Differential Equations* and Byerley's *Spherical Harmonics*, and that he should have access to a college library.

Elements of the Differential and Integral Calculus.

By W. A. GRANVILLE. (10s. 6d. Ginn.)

This revised edition of Granville's "Calculus" will be received with the assurance that any alterations or additions will have been suggested by actual use in class. The chief additions are contained in a useful chapter on approximate integration, and in further exercises drawn from physics and hydrostatics, while the important notion of integration over a plane area has been much expanded. At a time when every month sees some new textbook upon the calculus appealing solely to intuition for proofs of the fundamental theorems, it is gratifying to realize that a textbook of the character of Granville's "Calculus," which bases its fundamental theorems upon analysis, should succeed in its appeal to the critical faculties of the ordinary student. Experience shows that beginners find the book easy to understand, while they appreciate the vigorous treatment of the subject. It would be interesting to know why § 205 has been printed in small type. There is some danger of this analytic proof of the fundamental theorem of integration being regarded as an alternative to the intuitional "proof" of § 174. It is true that the phrase marked by an asterisk in § 205 would lead to a discussion on "integrable functions," but this is the kind of opening that a teacher would use to show his class the way in which mathematics is continually growing. A collection of more difficult examples would be a valuable addition. While agreeing with the author that drill is an essential part of mathematical training, and that a large number of carefully graded examples is a necessity, one feels that the student of more than average ability ought not to be deprived of the sense of increased power that follows on the successful solution of a difficult problem. This book can be especially recommended to private students.

Lectures on the Differential Geometry of Curves and Surfaces.

By A. R. FORSYTH, Sc.D., LL.D., Math.D., F.R.S. (21s. Cambridge University Press.)

"This volume is mainly intended for students who later may devote themselves to original work," and consists of the substance of lectures delivered as Sadlerian Professor at Cambridge. It therefore abounds with frequent references, and is inspiring rather than exhaustive. The name of Darboux occurs naturally with great frequency, and to appreciate fully Forsyth's work Darboux's treatise is essential. The examples for exercise are a splendid collection, and will help towards the fulfilment of the author's aim more than any other feature of the book. In the first chapter curves in space are discussed, the Serret-Frenet formulae being established and applied in the concluding paragraphs. Chapter II deals with the general theory of surfaces by the usual Gaussian methods, and concludes with Bonnet's theorem. Then follow chapters on lines of curvature, geodesics, &c. Chapter VII is of great interest, dealing with minimal surfaces. Related as these surfaces are in their essential notion to the calculus of variations and in their analysis to the theory of functions of a complex variable, the whole chapter is full of suggestion, and it is impossible for a serious student to read it and not turn afterwards to the work of the great mathematicians who have dealt with this subject and to whom references are freely given. Other chapters discuss such subjects as Weingarten surfaces, comparison of surfaces, deformation of surfaces, congruences of curves, and triply orthogonal systems of surfaces.

Analytical Geometry of Three Dimensions. By GEORGE SALMON, F.R.S. Revised by REGINALD A. P. ROGERS. Fifth Edition. Vol. I. (9s. Longmans.)

Several years having elapsed since the publication of the fourth edition of this treatise, a fifth edition has been undertaken by Mr. Rogers, under the direction of Trinity College, Dublin, and is being published in two volumes. In this first volume the substance of the fourth edition has been preserved, and the new material fits in with the rest of the book. It is this volume that will probably be used by most students preparing for mathematical honours as the standard textbook in English on solid geometry. Articles have been inserted on the Serret-Frenet formulae and on the application of Gauss's parametric method to conformal representation, geodesic curvature, and geodesic torsion. In the second volume it will be interesting to see how the editor carries out his aim of forming a connecting link between the work of Salmon and the more purely analytic work of Darboux and other modern mathematicians.

The Elements of Plane and Spherical Trigonometry. By J. G. HUN and C. R. MACINNES. (6s. net. Macmillan.)

The first half of this book of a little more than two hundred pages contains the essential elements of plane and spherical trigonometry as far as the solution of triangles and the simpler applications to the geometry of plane and spherical triangles; the second half consists of five-figure tables of logarithms and trigonometric functions, with instructions for their use. In range and

style this volume differs little from many other American textbooks, but it will be found an attractive introduction for those who do not look beyond the practical applications of the subject.

A General Sketch of Political History from the Earliest Times.

By ARTHUR D. INNES. (6s. net. Rivingtons.)

The thought that for the modest price of six shillings one should be able to purchase what is practically a political history of the world, is so disconcerting, that we instinctively turned to the author for some explanation of the fact. In his preface he tells us that since "separate histories are not isolated, but act on and are acted on by others," and since the conception of the unity of history, as a whole, "is needful to the right understanding of our own or any other specific history; and an acquaintance, sound so far as it goes, with the ground plan of general history is exceedingly helpful to the conception," he has aimed at presenting such a ground-plan, without so multiplying details as to prevent the student "from seeing the wood for the trees." Regarded in this light, and as nothing more than such a "ground-plan," this little work should be of considerable assistance not only to students of history, but to the general reader. In these days of specialization there is an increasing danger of not seeing the wood for the trees. Such a comprehensive survey as this should at least serve to remind us that our special period is not an isolated product, but part of a larger drama. It also serves to show us, in outline, how existing States came to be that which they are, knowledge always of value, yet seldom possessed. Mr. Innes is to be congratulated upon the successful way in which he has dealt with the extremely difficult problem of choosing between the essential and that which, though prominent, is of merely local or temporary importance. We certainly have no hesitation in allowing his modest claim to have produced a "ground-plan sound so far as it goes."

Cliftonian Verses and Fair Copies. By C. H. SPENCE.

(1s. Clifton: J. Baker.)

These are elegant trifles which have graced the pages of the *Cliftonian*. Most of them, we are informed, were written as fair copies for the Upper Fifths, Classical and Modern, and we envy Clifton boys their good fortune in having such unhackneyed themes to write on, and such good models to copy:—The Game and Play of Scrimmage, after Chaucer; Of Cricket Shop, a Baconian Essay; A Ballade of Rugs (watching a cricket match); "Speak roughly to your little boy," for Latin elegiacs. There are two epitaphs on C. G. Gordon which appeared in our volume of Prize Epitaphs. The Latin one has an unfortunate misprint. As a sample of the translations we may quote the Charles d'Orléans rondel, as all will know the original:

"The year has cast his cloak away—
His cloak of wind, and rain, and cold;
And dons new raiment brave and bold—
'Broidered with sunbeams his array.
The wild deer's bell, the wild birds' lay
Ring clear through every wood and wold.
The year, &c.
Once more the springs and streams display
Their jewell'd livery as of old;
Burnish'd with silver and with gold
The river sparkles glad and gay.
The year, &c."

Since the notice was written, death has cut short in mid career one of the ablest of our Public School masters.

Our Children's Health at Home and at School. Edited by CHARLES E. HECHT. (National Food Reform Association.)

In a goodly volume of nearly five hundred pages, the Secretary has edited a full report of the Guildhall Conference held in May, supplemented by the newspaper comments and correspondence that it provoked. A hundred and fifty pages of press cuttings is rather a large allowance, and this part of the volume the most conscientious of readers will skip. On the other hand, house masters and matrons will be grateful to have in a permanent form the detailed menus supplied by schools of various classes, and Mr. Hecht sums up very judiciously in the introduction the results of the Conference—"the little done, the undone vast."

A School Chemistry. By F. R. L. WILSON and G. W. HEDLEY. (In one vol., 4s. 6d.; in two vols., 2s. 6d. each vol. Clarendon Press.)

The two volumes entitled "Elementary Chemistry," "Progressive Lessons in Experiment and Theory," which were produced by the authors some time ago, are probably well known to most teachers of Chemistry, but, although these are excellent books, the complete course set forth in them demands an expenditure of time greater than that usually available in a school. The volume now under notice has been written on the same plan as that adopted in the work just mentioned, but the subject has been treated more

briefly. It is essentially a book to be read and worked from in the laboratory and provides textbook instruction, practical directions, and test questions. Any boy who has worked intelligently through the practical exercises, and has conscientiously pondered over the questions which follow his laboratory work, will have no difficulty with any examination of matriculation standard, and will have been provided with a solid foundation for more advanced work.

A Textbook of Inorganic Chemistry. By G. SENTER.

(6s. 6d. Methuen.)

Dr. Senter has given us a well written and informative textbook, which we can unreservedly recommend. The author probably had in view the needs of University and technical classes; but the book could be adopted with advantage in schools for the senior pupils who may be preparing for intermediate and scholarship examinations. A feature which is particularly commendable is the frequency with which quite recent research is pressed into service—always with good judgment and a due sense of proportion. The treatment of principles is sound; but the teacher will find it necessary to expand many of the statements, which are too concise for easy digestion. There is a slip on page 339, where we read that the combustion of unsaturated hydrocarbons must give rise to free carbon in a state of incandescence. The ordinary Bunsen flame affords an obvious disproof of this, and the non-luminosity cannot be ascribed wholly to the added oxygen. The wording of the second paragraph on page 340 would lead a student to believe that an ordinary gas mantle consisted of 99 per cent. thorium dioxide and 1 per cent. cerium dioxide. No reference is made to the oxy-acetylene burner, which is of interest, since the brightest light hitherto obtained was from an oxy-acetylene jet impinging upon a revolving cerium button. A little weakness in the treatment of flame and spectroscopy is more than compensated by the lucid manner in which Mr. Senter has dealt with solubility. The concluding chapter, on radioactivity, is printed in type which is reprehensibly small—probably in order to keep the size of the volume within bounds. This may seem a venial error, as the number of pages exceeds 580; but would it not be better to omit such *objets d'art* as the fluorides of antimony or the compounds of germanium? On the whole, we are impressed with the good selection of the information given, the clearness of the author's style, and the workmanlike character of the book as shown by the general arrangement and the accuracy of details.

An Elementary Treatise on Statics. By S. L. LONEY, M.A.

(12s. Cambridge University Press.)

Prof. Loney's new work on analytical statics is one of those rare books which at once take their place as the standard textbooks—at any rate, for the class of students for whom they are designed. His "Elements of Statics" is well known as one of the best of its kind, but something more advanced has long been wanted. Many passages in the newer book will be familiar to those who have read the "Elements," but the whole course is extended, and the author is now able to avail himself of the methods of the differential and integral calculus and of the simpler results of analytical geometry of three dimensions. The examples are more difficult and require more advanced methods for their solution. We have read with special interest the chapters on graphic solutions, the equilibrium of strings and chains, and attractions and potential; but the whole volume is valuable and will surely prove interesting to students at the close of their school career or during their first year at the University.

Geleite die draussen sind! Von THEODORE ZEDELIOUS. Edited by D. L. SAVORY, M.A. (1s. 6d. Rivingtons.)

Prof. Savory has chosen a touching story of fishing life for his latest German reader. In it we are shown the old mother who has waited four years for her son's return, comforted Sunday by Sunday by hearing his name read first on the list in the prayer for the missing, a sentence of which has been taken to form the title of the book. Except for a few fishing terms and an occasional colloquialism, for all of which the notes give adequate help, the style is straightforward, and the German offers a good vocabulary of common words and phrases. As in all this series, the exercises follow immediately on each section of the story and comprise an exhaustive set of questions on the text, very full and systematic grammatical exercises, and varied suggestions for free composition. Prof. Savory defends the interleaved *questionnaire*, so often criticized, as being intended for the pupil's use in his homework to test the thoroughness of his preparation. The outstanding feature of the series is that the editing is entirely in German—preface, notes, and exercises—so keeping it before the learner as a really living language, not one that can be understood only through the toil of translation into another tongue. We believe that, in almost every case, the paraphrase given in the note offers sufficient help over the difficulty, and thus the pupil makes the double gain of an old word revised and a new one acquired.

Harald, First of the Vikings. By Captain CHARLES YOUNG. (5s. net. Harrap.)

Having told the story of "The Last of the Vikings" Captain Young goes back to Harald the Fairhaired, and relates in full the reign of the Napoleon of Norway. It is a story of "battle with confused noise, and garments rolled in blood," and, vigorously as the various raids and forays, vendettas and vengeance are related, it cannot avoid being somewhat monotonous, and we are in danger of not seeing the wood for the trees. Harald was a man of blood and iron, but no harder or more selfish than the vikings whom, by his superior ability and force of will, he reduced to vassalage, and Captain Young presents him as a very perfect gentle knight with but one blot on his fair fame, the murder of Thorolf. Boieson is his chief authority, and there is no serious attempt to sift history from saga. The beautiful illustrations by Gertrude Demain Hammond enrich a volume that, in respect of paper, print, and binding, leaves nothing to desire.

"The Plain-text Poets."—*Historical Lyrics and Ballads.* Book I: Before 1485. Selected and edited by S. E. WINBOLT. (6d. Blackie.)

Of these twenty historical songs all but six are genuine lyrics, and, though we could well have spared Mrs. Hemans, Cowper's "Boadicea," Burns's "Bannockburn," and Drayton's "Agincourt" were inevitable. We suppose that questions of copyright account for the preference of E. A. Freeman's translation of "Brunanburh" to Tennyson's, and of Mrs. Hemans's "White Ship" to Rossetti's. Notes are barred in the series, but the glossary might have been fuller. We look in vain for "daw," "corynoch," "a fiery fairy," "dandring," "lafax."

The Four Men: a Farrago. By HILAIRE BELLOC. (2s. net. Nelson.)

A writer so prolific as Mr. Belloc, however lively his invention, is needs gruelled for new titles. His first thought is to distinguish himself from the vulgar herd of guide-book makers and writers of "middles," and his second to accept no brief, but give his fancy free play. He has used up "On Nothing," "On Everything," "On Something," and now, for a book on the by-ways of Sussex, he chooses an equally insignificant label. It is true that the way-side reflections on life, death, love-making, Shakespeare and the musical glasses are assigned to "Four Men," but each of these is "Myself" in a thin disguise—Mr. Belloc as an oratorian, as a French artilleryman, as a Balliol scholar, as an M.P. But it is Mr. Belloc as a Sussex man that pleases us best. He "paints with a peculiar passion" his home county, and "passionately sets down before they are forgotten his own horizon and his own fields." The solemn reflections, which we confess sometimes bore us, are interspersed with racy anecdotes, e.g. the story of Peter the Politician, who sold his soul, and with rollicking verse, e.g.—

"Duke William was a wench's son,
His granfer was a tanner;
He drank his cyder from the tun,
Which is the Norman manner.
His throne was made of oak and gold,
His bow-shaft of the yew—
That is the way the tale is told,
I doubt if it be true!

Wonders of Plant Life. By S. L. BASTIN. With forty Plates from Photographs by the AUTHOR and eight Autochromes by H. E. CORKE. (3s. 6d. net. Cassell.)

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Rambles in Florence. By G. E. TROUTBECK. With eight illustrations in water-colour by ROSE MCANDREW and thirty-two from photographs. (6s. Mills & Boon.)—Florence has been the happy hunting ground, not only of historians and novelists from Villari and Guicciardini down to Mrs. Oliphant and Mr. Gardner, from Boccaccio down to George Eliot and Anatole France, but of essayists and art critics innumerable—Ruskin, J. A. Symonds, Grant Allen, Mrs. Ross. Miss Troutbeck, who has told for children the story of Westminster Abbey, gives here in a rambling form (we mean no disparagement) her *impressions de voyage*. She pretends to no special artistic knowledge, but tells us quite simply how the sights of Florence strike a cultivated amateur who sees them for the first time. With a plan of the city or an index it would well serve as a guide-book. Miss McAndrew's water-colours are charming, exquisitely delicate, and rendering the atmospheric effects, and the photographs would certainly have won prizes.

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SEPTEMBER EXAMINATION, 1912,

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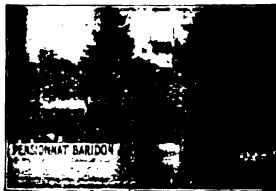
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Examiners:

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Wednesday, November 20th 5.30 p.m., The UNIVERSITY OF MANCHESTER.

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Monday, November 25th, 8.15 p.m., in the GREAT HALL of the London University, South Kensington.

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OCCASIONAL NOTES.

THE Teachers' Registration Council has lost no time in getting to work. Since the preliminary roll-call, which we reported in September, it has held two formal meetings at the Board of Education.

The Registration Council. At the first Mr. Arthur Acland was, by a unanimous vote, elected Chairman, and expressed his willingness to serve for one year or two, if his doctor permitted it. Two Committees have been appointed: (1) the General Purposes, consisting of eight members, two selected by each section of the Council; (2) the Finance, of four members, one from each section. Mr. H. Durnford, the member for the University of Cambridge, has been appointed Treasurer. The preliminary steps have also been taken for the formation of the ten Registration Committees as prescribed by the Order in Council. When the Council next meets in December, it will proceed to the appointment of a Secretary. The terms of the advertisement show that the functions of this officer will be wider and more important than those of the Registrar under the old Registration Council.

ALL these are merely preliminaries, and it is not till the New Year that the Council will be able to set to work on the first duty assigned to it—"to establish the conditions of registration to be satisfied by persons applying to be registered," and we shall consider ourselves fortunate if by the end of the year there is a Register open to applicants. The old Council had no voice in framing regulations—it was a purely administrative body,

bound to take its orders from Whitehall and do as it was bidden by the Board of Education. The new Council is a legislative body, constituted, it is true, by the Board and financed for three years by the Board, but unrestricted in its action and unfettered by the Registration Council Order. The famous White Paper, Sir Robert Morant's conundrum as it has been happily called, is, under the new régime, one of the curiosities of official literature. As to qualifications, we feel that it would be impertinent on our part to tender any advice to the Council. We have before us the recommendations of several Associations, but they only show that professional opinion is still in a state of flux. One remark we may safely make. There must be many ways of entrance, and it will be impossible to make one strait gate for all.

THE Consultative Committee has always been a somewhat shadowy body, existing habitually in a state of suspended animation, from which it is occasionally recalled to conscious life by the fiat of the Board of Education. Its influence has not been largely felt. Its most important work, the Report on Examinations in Secondary Schools, reads more like an advocate's pleadings from his brief than an impartial investigation of the case. It has never gained the confidence of teachers, and the latest appointments to it will scarcely strengthen its authority. Only one, Miss Douglas, is a teacher; the others—Mr. F. W. Goldstone, M.P., Dr. H. A. Powell, Mr. R. H. Tawney, and Mr. F. F. Urquhart—belong to the laity. Of the twenty members of the Committee, seven now are teachers, and two are ex-teachers. By the Act of 1902, the Committee must consist "as to not less than two-thirds of persons qualified to represent the views of Universities and other bodies interested in education." The language is studiously vague, and we do not contend that the existing Committee does not legally satisfy the conditions laid down; but, if that is so, it merely shows how urgent is the need for some statutory body which shall be genuinely representative of the educational profession and shall have an independent life of its own. Such a body we hope we may find in the Registration Council.

THE buoyant optimism, tempered by cool judgment, which is Lord Haldane's most notable characteristic, found expression in his address as Chancellor of Bristol University. He has faith in the democracy, but he is alive to its weaknesses, its jealousy of great talent, its tolerance of a low level of ability, its demand for the same good things for everybody, irrespective of the capacity of the individual or the interest of the community. He sympathizes with the complaint of the Labour leaders that the Civil Service is too much a preserve for Oxford and Cambridge men, but he holds that this is because the ancient Universities have up to now given the best training. The remedy must be found not in lowering the standard of qualifications, nor in shovelling masses of elementary-school children into secondary schools or masses of secondary-school children into colleges, but in improving the teaching of the new city Universities and in carefully selecting those who are to be given a chance of profiting by it. Equal opportunity for all genuine ability is his ideal. It is an ideal at once sane and lofty, which may well be opposed to the hazy dream of free education for everybody from top to bottom.

ON some points Lord Haldane was more precise. He thought there were sufficient chances for the poor boy or girl to get into a secondary school, but not sufficient chances for him to get further. To provide such chances was one of the first duties of the new Universities. If the old Universities had an advantage in possessing a certain atmosphere, which could not easily be created elsewhere, they had the disadvantage of being hampered by tradition and dominated by the clergy. On the question of the curriculum the Lord Chancellor took a very broad line. His own leanings are clearly towards the classics, but he recognized that what is one man's meat may be another man's poison, and that some minds may be better developed by science or modern literature than by ancient languages. Here we touch the bed-rock of the whole question. Our educational controversialists are much too prone to discuss what is best for a certain abstract being called "a boy," just as the philosophers of the eighteenth century discussed what was best for an abstract being called "a man." In education, as in politics, it is well to remember Joseph de Maistre's saying, "La Constitution de 1795 fut faite pour l'homme. Or, il n'y a point d'homme dans le monde." "Boys" and "girls" do not really exist.

IT is evident from the announcements of the educational societies that the Montessori system of teaching young children—those whom we call "infants"—will be much discussed this winter. The subject is too big to be handled in even a column of notes, but we may put our readers on their guard against one or two misapprehensions. Mme Montessori's "Children's Houses," as her schools are called, are designed for the submerged tenth of the population of Rome and other great Italian cities. Their chief aim, as stated in the regulations, is to offer to children "the personal care which the parents are not able to give." Clearly this differentiates them from the ordinary school, which is the complement of the home, not the substitute for it. Mme Montessori herself, indeed, looks forward to the communizing of the home for all classes, and thinks that nearly the whole of the work which has hitherto been done by the mother will in future be done by public institutions. This is a big social problem, and whether humanity would gain more than it would lose by such an arrangement is a question on which opinions will differ profoundly. What is an ideal for some people will seem only a necessary evil to others. We will here make only one remark. The problem cannot be discussed as if it concerned the welfare of the children only. It concerns also the spiritual welfare of the parents. The care and upbringing of children is a moral education for the father and mother. We may well hesitate before accepting any system of education which would tend to deprive them of it.

MUCH of the more strictly pedagogic work of the "Children's Houses" has, however, no connexion with any social theories of this kind, and it deserves investigation by all who have to do with children of from three to seven years of age. Mme Montessori's fundamental principle is that each little child must be treated as an individual and left, under guidance, to find his own way to intellectual development. The function of the teacher—"directress" she is called in the Montessori schools—

is to provide the right environment and the right material, watch what the child does with that material, and guide and encourage his efforts. None of the child's actions are to be checked, except such as interfere with the comfort of others. Freedom is the first condition of physical and mental growth alike. Here, again, we venture on only one remark. This gifted lady (of what happy augury it is that it is a woman who is working out the problem of how little children should live) has evidently grasped a great truth; but is it the whole truth? Teachers should beware of "systems of education." Education is too big, too complex, too many-sided to be forced into a "system." To examine schemes and methods, discover the element of truth in them and hold fast to that, is useful; to be dominated by them is fatal.

THE changes in the organization of the work at Harrow which the Head Master has announced will give greater prominence to modern studies and greater opportunity for specialization in the highest forms. English, Latin, French, and mathematics will form the backbone of the curriculum in the lowest forms, the block which is the common foundation of the whole school. Greek is to be postponed; great stress will be laid on English, and every boy will learn drawing. When a new language, Greek or German, is begun, a period a day will be devoted to it. This is a point for which language reformers have long been contending, and we welcome its recognition. For mathematics, which will have a very important place in the curriculum, the whole school, classical and modern sides alike, will be broken up and rearranged. Amongst the options which will be permitted at the top of the school, English literature, and even art and music, will be included. These are important changes, and we wish Mr. Ford's experiment every success. Since Thring we have had no great head master with originality and the courage of his opinions.

AT the Church Congress at Middlesbrough Mr. Cradock-Watson read a paper on "The Church's Relation to the Secondary Schools." His advice to the clerics was not to strive or cry, but to preach and teach. In the few remaining independent schools the Church had rights to maintain, but in the bulk of State-aided and municipal schools she had no rights, and what was conceded to her was a privilege. To force her claims by legislation on reluctant or dissenting authorities was false policy. What mattered was the atmosphere of the school, and if the staff of the school was indifferent or hostile, religious instruction would not be instruction in religion. The teaching of the Church Catechism was, in his experience, of none effect. A creed should be the coping-stone, not the foundation, of a rightly ordered religious education. This is plain common sense, but we may take exception to one remark of Mr. Cradock-Watson, unless it was "meant ironical"—so long as the public schools were largely staffed by men in Holy Orders the ark of the covenant was safe in their hands. What of Eton under Keate?

A MARKED feature in the voluntary organization of teachers during the last decade has been the tendency towards segregation rather than unity. A large

**The Segregation
of Teachers.**

number of societies have sprung up, each interested in some particular branch of the curriculum or some special problem of education. Conferences at which all classes of teachers can meet and discuss broad questions are less popular than they used to be. This movement has not been without its advantages; it has certainly tended to more thorough work in separate branches of investigation; but it has had also the effect of making teachers concentrate their attention too exclusively on their own special work to the prejudice of their interest in education as a whole. Now the teacher who shuts himself within the "narrowing nunnery walls" of his own speciality will never be more than half a teacher. The subjects of the curriculum touch each other at so many points that no one of them can be well taught without at least occasional excursions into the territory of others. The historian needs the aid of the geographer, and the teacher of literature who dispenses with history must frequently detach the picture from the canvas on which it is painted.

Organization of Meetings. IT may be hoped that the organization of the January meetings of the various Associations will in some degree help to counteract this tendency towards segregation. A number of societies have arranged to meet at the same place, the University of London, during the second week of January. There will be a joint opening meeting, at which the Vice-Chancellor of Leeds University will initiate a discussion on some general educational topic, and also a joint conversation. A "British Association meeting" of teachers this gathering will not be, for the societies will sit for only one or two days each, but it is a step towards it. It should help to make teachers feel that they all practise the same craft, however diverse are the tools they use, and it should produce a good impression upon the public, by bringing secondary education prominently to the front. All honour to Mr. Herbert Garrod, who originated the scheme, and by his tact and perseverance matured it, though he did not live to see the fruit of his labours.

Frequent Changes of Staff. HEAD MASTERS of secondary schools would no doubt admit, as a body, that there are black sheep among them. Their claim to be given a large degree of autonomy in the appointment and dismissal of their assistants has been generally conceded, and would have been accepted even more willingly if it had been accompanied by evidence of a desire on their part to organize the government of schools in such a way as to ensure retribution for a head master who abuses his powers. It is, however, a rare thing for such abuses, however flagrant they may be, to be checked by governing bodies as at present constituted. We note with much satisfaction that the Associations of Head Masters and Assistant Masters are now taking joint action in the matter. In one case, the A.M.A. pointed out that an undue number of changes of staff had taken place in a certain school, and, in consequence of joint action with the Head Masters, the scandal has been ended. This is striking evidence of the working of the new spirit of professional solidarity.

THE Swansea decision has not apparently settled the question of the legality of discriminating between the salaries of teachers in provided and non-provided

**Discrimination
of Salaries.**

schools. In an inquiry conducted by Mr. Robert Younger in relation to a Church school at Llandysilio, Anglesea, the Local Authority contended, as was done at Swansea, that the school was "efficient," in spite of their giving to the head master, whose zeal and success as a teacher were admitted on both sides, a salary £20 a year lower than the scale for provided schools; and, further, that the head master having been appointed to a post open only to Church teachers, there could not be a standard of competency equal to that which would have resulted from open competition for the appointment. Mr. Younger disposed summarily—and, we think, conclusively—of these contentions and has declared that the Local Authority has failed to fulfil its duty under the Education Acts, 1870 to 1911. Whether the matter will be allowed to rest there remains to be seen.

WHEN a distinguished General doffs his feathered hat for the pedagogue's mortar-board, we expect to be told some plain truths. Sir Ian Hamilton in his address at Birmingham did not come up to expectations. The competitive examination, he said, encouraged selfishness; the record test, slyness; the influence of the cadet corps, sympathy. The small boy himself, we are told—out of the mouth of babes and sucklings—regards the competitive super-boy as a swat, the boy with the best record as a sneak, and the boy sergeant as the greatest man who ever lived. The actual educational machine had not itself been put together with any clear intention of creating a moral drift in any definite direction. Sir Ian's remedy is compulsory military training from twelve to eighteen. For a beggarly sum of little more than two millions a year, the whole of the youth of Great Britain and Ireland could be put upon their feet "literally and metaphorically." The reader is almost carried off his own feet—metaphorically—until he remembers that the same authority has pleaded with equal eloquence (in a Report written at the request of the Secretary of State for War) for the supreme value of the voluntary principle.

THE National Federation of Class Teachers has taken up a curious position on the question of the equal payment of men and women. At their annual Conference a resolution in favour of the same salaries for both was defeated by a large majority. Subsequently it was resolved that women teachers employed in boys' schools ought to be remunerated at the same rate as male teachers. It would appear that the class teachers think that teaching girls is either easier work or less important work than teaching boys. The only other possible explanation is that the men fear the competition of female labour. In any case, the position is obviously untenable. It is possible to argue that smaller salaries should be offered to women than to men for the same work because men have normally to support others besides themselves, and therefore a higher wage may be needed to attract them; but it would be difficult to find a good reason for remunerating work in girls' schools at a lower rate than that in boys' schools. We wonder whether the class teachers consider that men who teach girls should receive the lower salary, and what pecuniary value they would assign to work in mixed classes.

SIR WILLIAM OSLER, in his speech at the opening of the new Science School at Bradfield College,

discussed classical education from the point of view of the scientist interested in the training of future students of science. He believes in Latin and Greek for such boys and thinks they ought to be able to get as far in the study of those languages as they need go by fifteen or sixteen. They might then devote themselves mainly to science for the remaining two years of their school life. This seems to us very much like laying a foundation with the intention of building nothing on it. Such boys would give up the study of the ancients just as they were reaching the most fruitful part of the course. They would toil through the mists at the bottom of the mountain with no hope of ever breathing the invigorating air of the summit. Only the ablest would ever attain to Plato or Thucydides; most would only drudge through Caesar and the "Anabasis." A classical course which ends at sixteen is a trunk without leaves or fruit. Of modern languages for budding scientists the speaker said nothing.

**Sir W. Osler
on Classical
Education.**

BIRMINGHAM UNIVERSITY has decided against a general system of external degrees, while prepared to allow attendance at evening classes at the Birmingham Institute to qualify for admission to their examinations. We have not seen the Report of the University on the question, which is said to be weighty and closely reasoned. But it is easy to understand that a young, vigorous, and comparatively small University prefers to use all its influence towards attracting students to its classrooms rather than to its examination halls. Moreover, the existence of one efficient system of examinations for external students renders unnecessary any extension of the idea to other Universities. A proposal in the Birmingham Education Committee to reduce the University grant on the ground that the University did not offer sufficient facilities to evening students was defeated by a large majority.

**External
Degrees.**

IT has been suggested that one of the most valuable results of the Insurance Act will come from the opportunity it will afford of recording the life-history of the lowest classes, the submerged tenth. Social reform can only be based on knowledge of actual conditions, scientifically collected and analysed. The question has been raised whether schools also ought not to take their part in the compilation of *dossiers*. Mr. H. Gregory, in an article published in the *A.M.A.*, suggests that a system of school records would greatly improve the tone of a school and increase in many ways the fruitfulness of the teacher's work. Under present conditions a teacher's knowledge of a boy's character goes unrecorded, although it might often give hints of the greatest value to parents or employers. And it would be a good thing to encourage teachers to study more closely the personalities of their pupils. There are, no doubt, practical difficulties, especially those which beset the giving of testimonials, but the experiment would be well worth trying.

**School
Records.**

THE *Schoolmaster* thinks that our remarks last month on what we believe to be one of the causes of the failure of many elementary-school children in secondary schools showed ignorance of the classroom work of primary schools. We do not propose to prolong this controversy, and are quite content to leave our po-

**Primary
and Secondary
Teachers:
the Missing Link.**

sition, that, in the judgment of the ablest of the elementary teachers themselves, there is too much mere talking and listening in such schools. We will end with an observation with which our contemporary will certainly agree. These differences of opinion between elementary and secondary teachers show how urgent is the need for conferences and discussions between the two parties. "Delirant reges, plectuntur Achivi." The old tag may be freshly translated, "the masters and mistresses hold aloof from one another and the children suffer." The common platform is badly needed, but unhappily the centrifugal forces amongst teachers seem at least as strong as the centripetal.

EVERYMAN, which made its appearance last month, promises to provide a penny *Spectator*, and starts with a distinguished list of contributors. Education is not overlooked, and the first number has a slashing article on "The Neglect of German." We have long preached on the same text, but we cannot welcome an ally who so obviously overstates his case. He challenges any reader of *Everyman* to convict him of exaggeration, and we will take up the glove. It is not true that the study of German is steadily going back in the United Kingdom. We have reached and passed the nadir. The last Report of the Scottish Education Department (Scotland is singled out for its neglect) states that German in schools is steadily improving. No mention is made of the last Regulations of the Board of Education permitting aided schools to take French and German without Latin. The Oxford Professorship of German, "established through the munificence of a patriotic German merchant," is mentioned, but the Cambridge Professorship is ignored. "You cannot get a German paper at an English club." On reading this the present writer turned to the table in his club on which foreign newspapers are laid, and found six of them were German. The anecdote with which the article closes is double-edged. An eminent German publicist and editor was recently addressing a select gathering of English statesmen and journalists, including the writer, on an Anglo-German *entente*, and he was compelled to speak in broken French! "Que messieurs les assassins commencent!" is the obvious retort; but we frankly admit that Germans know English better than Englishmen know German.

**The Neglect of
German.**

LOCAL AUTHORITIES.

THE ninth report of the City of Manchester Education Committee recalls the retirement of Mr. J. H. Reynolds, who during the past thirty-three years served that Authority with so much distinction. Mr. Reynolds advocated the cause of technical instruction with apostolic zeal and conviction, and his labours were supported with exceptional munificence by the City Council. The great Municipal School of Technology, of which he was the first Principal, is in a sense a monument not only of civic enterprise, but of the devotion and pertinacity of the individual who conceived it. At this institution the class entries for the session 1910-11 were 11,626, representing a total of 629,070 student hours of instruction, of which 258,701 were in day departments and 371,278 in evening classes. In this connexion the Committee directs attention to the considerable difference in the Government grants. The statistics of students' hours worked show a relationship between day and evening departments of approximately 2 to 3, whilst the comparison of grants is roughly 2 to 7; that is to say, £9,296 was received in respect of evening work and only £2,598 for day departments.

Manchester.

Co-operation of Employers. THE importance of the assistance which can be rendered by employers in stimulating the efforts of evening students can hardly be over-estimated. The Manchester Committee is able to state that monthly reports were supplied to sixty-three firms dealing with 312 students attending evening classes, or day apprentice courses. The example of one large company, who have established an "education of employes" department, may be specially mentioned. An official is appointed to take charge of the work, and in this way the closest co-operation is maintained between the technical school and the company, to their mutual advantage. Seventy-nine pupils, whose fees were paid by the firm, were in attendance, and in the case of two facilities were granted for their attendance in the daytime for one week in every six, to enable them to undertake special work in the school laboratories. Experience shows, it is stated, "that fruitful results accrue where employers are willing to co-operate in this way."

A Birmingham Employer. THE Managing Director of a large business undertaking, not in Manchester, but in Birmingham, recently informed the writer of these notes that for many years the Company he represented had made a practice of rewarding any member of the staff for satisfactory attendance at evening classes. They did not favour any particular subject or course of study. The employé followed his own inclination, and, from the firm's point of view, it was quite immaterial whether he attended classes in subjects likely to be of use in his employment or otherwise. They were prepared to reward effort and perseverance, and were not concerned with the particular directions in which those qualities were exercised. And my informant stated that, from a strictly business point of view, the money annually expended in these rewards for study had been a sound investment. He was convinced, and his co-directors were convinced, that the encouragement given to those in their service—from the office boy to the managing clerk—to improve themselves was an expenditure which was more than justified by the results.

Sheffield. A LARGE firm in Sheffield has recently proposed to all their apprentices a scheme of continuation school study embracing the needs of the artisan in the workshop, the artist in the studio, and the manager at the desk. The firm offers to pay all fees of students who make 90 per cent. of the possible attendances and to defray the cost of books of those who pass the examinations.

Higher Technology. WHILE the Manchester Municipal School of Technology attracts a large number of students for various branches of instruction, its main purpose has always been to provide facilities for advanced technological training. During the session under review 208 students were enrolled as students of the Victoria University in the Faculty of Technology, 93 to qualify for the degree of Master and Bachelor of Technical Science, and 115 for the Certificate of Technology. Fifteen post-graduate students were engaged in research work and original investigations.

Manchester: Training of Teachers. ALTHOUGH the Committee has provided a generous scheme of scholarships, whereby elementary-school children between ten and twelve years of age can gain admission to secondary schools, the number of candidates desiring to become teachers shows a serious decline. In 1908 there were 481 candidates; in 1910, 212; and in 1911, only 83. The scheme of the Committee contemplates that boys and girls who may ultimately enter the teaching profession will secure admission to recognized secondary schools either by scholarship or as ordinary fee-paying pupils at twelve or thirteen years of age. One hundred and fifty exhibitions are offered annually to boys and girls from fourteen to sixteen years of age already in recognized secondary schools who wish to become teachers. These exhibitions are of the value, as a rule, of free tuition for two years, together with an annual allowance of £5 for books and travelling expenses. For pupils from sixteen to seventeen years of age, who comply with the regulations of the Board for the recognition of bursars, a hundred and fifty bursaries, of the value of free tuition and a maintenance allowance of £10, are also offered. The hundred and fifty bursars are in due course required to become student-teachers and attend for three days a week in public elementary schools and two days weekly at the secondary school. They receive free tuition and an allowance of £25 and £20 for men and women respectively. At the end of the period of student-teachership the hundred and fifty teachers are expected to enter training colleges.

Manchester: Elementary Education. TURNING to the section of the report dealing with elementary education, the limits of space render it impossible to notice more than a few points in Mr. C. H. Wyatt's admirable review. Like other Authorities, Manchester is being pressed by the Board of Education on the question of "defective" school buildings, and it is stated that, since 1903, nearly half a million has been expended by the Council on the provision of new schools and on improvements and additions to existing buildings. The teaching staff in Manchester now numbers 3,621, of which 71.6 per cent. is certificated. Nine years ago there were 174 supplementary teachers; now there are 50. The number of children on the books divided by the number of assistant teachers of all grades gives an average of 41. The total payments for elementary education on the revenue account was £532,674, and it is pointed out that six years ago 54 per cent. of the cost of maintenance was provided by Government grants. Last year the proportion fell to 46 per cent. "Year by year the tendency of the Government grant has been to diminish proportionately to the demands made on the local rates, whilst at the same time the requirements of the Government in the direction of increasing the staff of teachers and the general cost of maintenance demanded by the Board of Education have considerably increased."

Domestic Teaching. A TOTAL of 7,970 girls received instruction in Cookery, 3,326 in Laundrywork, and 475 in Housewifery. "It is the settled opinion of all those who desire to see improvement in public elementary schools that practical instruction in these subjects is one of the most hopeful changes in schools for girls, and the leading up of the class courses to the full time course in the Housewifery schools (carried on in cottage centres) has been most carefully encouraged in Manchester." Manual instruction was given to 11,220 boys at forty-seven centres. The country school for town children—the provision of which was undertaken by voluntary effort—supplied a school holiday of a fortnight's duration in each case for over three thousand children. The whole cost for maintenance, including railway fare, is met by 7s. paid for each child.

Backward Children. THERE is an interesting contribution in the Report, by Dr. H. Herd, on the subject of "backward children." He refers to an investigation made three years ago, when it was found that, of four thousand children of thirteen years of age, 33.5 per cent. failed to reach the sixth standard, although normally a child of that age should be in the seventh standard. Further analysis of the details showed that the percentage of failure reached 43.1 per cent. in poor class schools, while it was 31.4 per cent. in medium class schools and 24 per cent. in schools of the suburban class. The condition of affairs in the girls' department of one particular school in a "poverty" area has now been investigated. An inspection of the registers revealed a low standard of attainment among a considerable proportion of the pupils, but this, as Dr. Herd points out, is only a superficial indication of backwardness or otherwise. The children were, therefore, examined for the presence or absence of physical defect, and with the assistance of the teacher an estimate was formed of their mental powers. Of 187 children examined, 104 were distinctly backward, and of this number 13 were of the mentally defective class. Dr. Herd divides the remaining 91 into three groups. In the first group he placed the children whose mental backwardness was attributable to physical deficiency, and they numbered 47. In the second group there were 26 children in whom no physical defect was detected, while the third group of 18 children were intermediates between the first and second groups. These investigations are of great value, and ought to be extended. As Dr. Herd says, some modification of the curriculum is required for backward children, and the problem is one which must be solved by the educationist and the school doctor.

Kent. FROM Manchester, with 122,000 children on the registers of elementary schools, and its many admirable developments incidental to the problems of a great city, it is a considerable step to the administrative county of Kent. With 85,521 children on the school registers, there are 2,500 teachers of all grades, and the cost per head of teachers' salaries has increased from £1. 18s. 3d. in 1903-4 to £2. 16s. 9d. in 1911-12. The total cost of maintenance is now £3. 9s. 9d. per scholar, as compared with an average of £3. 4s. 9d. for the previous five years. The Government grants amounted to £2. 1s. 2d. per child. The amount raised by way of loans for new school buildings and improvements since the appointed day reaches the total of £146,845.

Cheaper School Buildings. VARIOUS efforts have been made to cheapen the cost of school buildings, but the results have not been altogether encouraging. As a rule, if the building is efficiently planned, it is worth just what it costs. The Kent

Committee are about to try an interesting experiment in the cost of a small school for one hundred and twenty children. The framework of the building is to be of light steel, with boarding outside and asbestos sheeting inside, the intervening space being filled with concrete. The estimated saving compared with an ordinary brick building is said to be £500, or about 30 per cent. The Nottingham Education Committee is also proposing to erect a timber framed school, which, it is claimed, will cost little more than half the amount of a brick building. The Northumberland Authority has tried the experiment of a timber framed building externally and internally sheeted with "Fram" fireproof plates. The cost of the building for three hundred scholars, excluding out-offices, boundary fences, and asphalted playgrounds, was £2,151—a little over £7 a school place.

THE opportunities available for young people of the present day to extend their educational attainments are surely abundant. The prospectus of the evening classes in the County Borough of Birkenhead offers an attractive series of organized courses for those engaged in various industries and employments. It is an excellent scheme.

Birkenhead Evening Classes.

SCIENCE NOTES.

THE School Nature Study Union provides an excellent winter program for its members, and it is safe to predict a continuance of good attendances. A full list of subjects and speakers may be found in the October number of *School Nature Study*, which is published by George Philip & Son. The subjects dealt with in this particular issue include "treacling" for moths, the secret friends and foes of the cabbage, thoughts on drawing, spiders, the camera in Nature study, bird migrants, and an account of an organized excursion of the S.N.S.U. The last-named item is mainly of geological and ecological interest, so that it will be seen how wide is the outlook of the enthusiasts who lead the Society. A careful reading of the articles shows a well balanced attention to the scientific and aesthetic sides, an absence of padding and a presence of much information of practical use to the teacher. The journal is printed on paper with a glaze that is unnecessary and pernicious.

Nature Study.

NOT all teachers of Nature study can keep up to the standard at which the Union aims. This is, indeed, more than could fairly be expected. Unfortunately, the weaker teachers seem to fail very seriously in this subject, usually from inadequate care and fullness in the provision of material. Other causes of failure are the want of power of first-hand and critical observation, and the mistaken idea that a fresh object must be studied at each lesson. It is impossible to reconcile such an idea with the true aim of the work, which should be to develop the growth in the children of scientific interest coupled with an increasing appreciation of beauty. The handwork included in the lessons should contribute to the main aim—not to the making of exhibition objects. By the cultivation of critical observation by the teacher, we imply the habit of independent thinking and what has been called "the critical attitude" towards scientific theories. The need for this is more obvious—we do not say more necessary—in the science lessons for the higher classes in secondary schools. We will therefore illustrate by a short reference to the dogma so often taught, that "heat is molecular motion."

Danger of Discontinuity.

What is Heat?

In the first place, such a description of heat fails to offer any satisfactory explanation of the law known as the Dulong and Petit Law of Atomic Heat. Secondly, the known constitution of matter shows that any kinetic theory of heat must pay attention to the energy associated with the smaller particles—the hierarchy from electrons to the molecular aggregate. Again, to ascribe conduction of heat merely to molecular impacts is to ignore internal radiation within the conductor. In his address to Section A of the British Association, Prof. Callendar developed a modified caloric theory, suggesting that molecules of caloric might be neutral doublets formed by union of a positive and negative corpuscle of electricity. We are not trying to state Callendar's views precisely, still less to defend them. Our present object is to impair the digestion of the orthodox swallower of scientific dogma.

PARADOXICAL as it may appear, it is the critical attitude which leads to the establishment of doctrines upon real sound bases of observation and logic. Thus the brilliant investigations into the motions of individual par-

A Pious Belief confirmed.

ticles of matter, which we owe to the genius of Sir J. J. Thomson, have given the first rigorous and direct proof of an article of faith which most of us have accepted without question, viz., that the individual molecules of any given substance all have identically the same mass. It appears that such a proof was only possible to one who had the insight to question the validity of the creed.

THE *Morning Post* devoted a column recently to the revised timetable at Harrow. We see many changes of undoubted importance and value—e.g. increased attention to English literature—but either the writer of the article or the new curriculum shows a failure to realize the legitimate claim of science to contribute to the intellectual life of boys and men of the present century. We hope that the neglect of scientific studies is more apparent than real, otherwise the nation will continue to suffer from the inability of Cabinet Ministers and Permanent Secretaries to understand modern civilization. The Public Schools Science Masters hold their Annual Conference on January 8 and 9. Perhaps the time has come for a special effort to secure attention to the part which should be played by science in the Public Schools?

PROBABLY many of us have burnt iron wire in a jar of oxygen. We began with gas cylinders; became wiser, and used jam or pickle jars carpeted with blotting paper and a layer of water. More recently we have taken to playing on a glowing bundle of wire with a jet of compressed gas from the oxygen cylinder. At the conclusion of the fireworks we exhibit the iron oxide, and perhaps refer to meteorites and the sparks from rails on which a train is being braked to a sudden standstill. But the spherulitic residue, the production of which is one of the objects of the teacher's demonstration, has been a hindrance to the engineer who wants to "cut" steel by burning a narrow gap through the metal. Of late years the process has been so developed that twelve-inch hardened steel armour plate can be cut as if it were butter. The neighbouring metal is heated by an oxy-acetylene jet; then a separate high-pressure jet of oxygen does the "cutting," and blows away the oxide as it is formed. Quite recently the apparatus has been made portable by the substitution of petrol for acetylene. The cut is as smooth and as narrow as if performed with a saw.

Steel-cutting by Oxygen.

REFRACTORY MATERIAL.

SO much has been wisely written lately with regard to the feeble-minded, but so deplorably little—except for the occasional appearance of a Reformatory scandal—has been said of the right treatment of the borderland children, that the appointment of a Commission to inquire into the Reformatory system has created a sense of pleasurable surprise. Its advent is most opportune, and teachers will welcome eagerly any light its investigations throw upon the proper management of children who are not feeble-minded at all and yet are abnormally troublesome and difficult or even abnormally obtuse.

The rapid growth of secondary schools throughout the country has tended to increase disciplinary difficulties by bringing under their care during adolescence a large number of boys and girls whose homes are unsatisfactory, or who for some other reason tend to be especially difficult to deal with successfully. Indeed, apart from any special home surroundings, the addition of so many boys and girls of that age to those already under their care must add considerably to their responsibilities. In even the biggest and best of our schools, public or private, all teachers must know well that there come from time to time pupils who in a lower walk of life would be despatched to the State Reformatories, while there are frequently boys and girls there who would really benefit by special disciplinary treatment.

It would not be too much to say that in every school of over forty scholars there is at least one pupil of this type, and all of us who have taught them know that they constitute not only a difficult problem in themselves, but also, only too often, a centre of disciplinary trouble. Scientific thinkers would probably classify them more precisely, but it will give a.

workable method if we grade them in four divisions: those who have one notable and apparently incurable fault, usually lying; those who find in all discipline a direct incentive to revolt; those who appear to be incapable of responding to the ordinary educational methods and yet are not weak-minded; and, finally, those who are passing through one or other of these stages as a temporary phase due to some obvious or obscure health condition.

Perhaps none of these classes, with the possible exception of the third, would at first sight seem a borderland case, and yet probably most teachers would agree that in certain cases such children are wholly abnormal and constitute a difficulty which is not met by routine treatment.

In one of the most able and interesting of the articles in the book published by the Head Mistresses' Association, the statement is made that in all cases of unusual breaches of discipline medical advice should be called in. Most of us would welcome it, but many of us would welcome still more the advice of a specialist who had made it her business to study profoundly all cases of abnormal development. The profession of an educational pathologist would be not only most interesting but might well be one of very real assistance to harassed staffs who are often little fitted to cope with eccentricities by the very breadth of their experience of normal childhood. Even without the smallest claims to a professional standing of that description, it might yet be useful if tyros would air their views in order to provoke contradiction and enlightenment.

Of all the classes suggested, the girl—for we are chiefly considering girls—who is consistently perverse in her reaction to rules and discipline is the best known to us. She is the invariable heroine of the girls' school story, notably of those by Mrs. L. T. Meade. In real life her prettiness, fascination, and power of leadership, with which she is always endowed in stories, are less marked, but she is still endowed with enough to increase her difficulty. The problem in her case is, of course, the choice of methods between the stern break-her-will method of some schools and the comparatively elastic discipline which, coupled with constant and varied occupation, makes other schools so successful with such cases. The dare-devil girl helps to fill the reformatories, and it is possible that she might more advantageously be taught in schools of some other description.

The dull girl is a problem better dealt with in boarding than in day schools. In these schools and in certain private schools she is drafted into parallel divisions and plied with varied instruction, largely of a home arts nature, calculated to develop the child on what is perhaps her stronger side without lowering her self-respect or sapping her purposiveness by grading her with younger girls. Frequently, of course, her inattention or lack of sustained effort, her languor or her depression are due to anæmia, and the brain, improperly nourished, is really incapable of prolonged or co-ordinated effort. A definite and remediable physical cause so often underlies the difficulties experienced by this type of child that its diagnosis has become almost a commonplace. What is also a commonplace and is less easily remedied is the fact that such cases are particularly numerous in the very schools where least is done for them, in the new provincial secondary schools.

The girls we educate there are by no means only the brighter pupils from the elementary schools, but are in only too many cases the ultra stupid girls with the added defects of malnutrition and lack of helpful home stimulus. Examination requirements, based largely on mathematics, decide the grading of the forms, and it is no uncommon thing for a big girl of fifteen or sixteen to find herself classed with small girls of eleven or twelve. Where selection committees have exercised normal care, the girl, whether scholar or "free placer," must have been at ten or eleven a fairly normal child. Her development has not been maintained at puberty, and though the school cannot be held responsible for improper nourishment, the charge of improper treatment must lie at its door. The result cannot but be bad and can hardly

fail to retard her development and to inculcate a depressing sense of inferiority.

Of all classes of borderland children none is so difficult as that of the semi-morbid girl who is either temporarily, or temperamentally, the victim of some one fault. Two or three years' teaching must convince any teacher of the comparative frequency of cases of persistent lying, of occasional theft, and of, yet more rare, incendiarism. These are perhaps the cases most frequently found of abnormal faults, and are the cases with which the ordinary day school is the least fitted to deal. Undoubtedly there ought to be paying schools under Government supervision to which children could be sent without any of the stigma of the reformatory, where, under very specially skilled and devoted teachers, their abnormal peculiarities could be specially treated. Till they exist we have the alternative of expulsion or of reformation, to be accomplished in perhaps six crowded hours five days a week. The position is difficult and the problem not an easy one. Head mistresses are usually quick to recognize that the girl who steals is not wholly a free agent and to feel that strict justice does not demand punishment so much as cure; but they are faced, particularly in secondary schools, with the probable moral effects upon the whole body of their pupils, of any apparent lenity.

In most cases where expulsion is avoided punishment takes its place. It is unlikely that the educational pathologist of the future will counsel either. In nineteen cases out of twenty, the theft is committed by a girl just adolescent who is obviously stimulated by a desire for notoriety. The morbid state of mind which aches for excitement and for notice is not sufficiently remembered. It often happens, however, that the culprit has either forfeited or has never gained the approbation of her school friends. She is usually a failure on the hockey field, and perhaps finds that successful competition in healthy pursuits is closed to her. Motives of revenge, not so much on individuals as on fate, may inspire her, but more often an intense desire to be the heroine of her own novel seizes her and she chooses incendiarism or theft as an effective method. These crimes are usually distinguished by a mixture of cunning and ingenuousness due in part to childish lack of forethought, but also to the unstable workings of an unbalanced mind which works in spasms or perhaps one might say in chapters of the novel, often weaving elaborate brain-pictures and then suddenly and impulsively committing the crime, more as the half-foreseen result of previous brooding than of deliberate intent.

To such girls public punishment may after all be acutely painful, but it is also the exact fulfilment of all that their worst side desires. Expulsion would mean the permanent brand of dishonesty where none was really deserved, while punishment ministers to her morbid sentimentality and probably raises her to the rank of a martyr in the eyes of some of her schoolfellows. The doctor and the schoolmistress seldom agree in the treatment of these cases, but the educational doctor, bearing in mind the moral needs of the school just as much as of the individual, would almost certainly urge that only a minimum of public punishment should be inflicted. Apart from the effect on the girl herself, it is not unlikely to provoke emulation in other nervous and excitable girls. The public punishment should be limited to the withdrawal of all marks for at least a month, a measure whose real advantage would be the suspension of all routine machinery in her case. Unhampered by competition, she would be in a position to benefit by a changed curriculum. A minimum of ordinary lessons might be required and in their place restitution work should be put as a substitute.

In cases where the theft has been one of money, definite hand-work, needle-work, basket-work, carpentry, &c., should be arranged, and the articles made should be valued and bought and the money credited to her account until the girl can restore it in full to her creditor. Such restitution work would not be very hard to arrange, though work involving accurate measurement and real concentration—portfolio making or carpentry, or perhaps gardening—is much to be preferred to mechanical needlework, which allows the mind to brood.

Its moral effect can be enormous, and, whatever the theft, would be proportionately great. Not only would the girl's mind be stimulated and her moral tone and self-respect restored, but she would go back to her companions (from whom she would have been partially separated by the necessities of her work, and not by any obvious penal distinction) to be welcomed by the wholesome respect that children show for one who has redeemed the past.

A new type of constructive morality might well be started and applied, not only to cases of theft but to lying. Repeated lying should be dealt with very carefully and scientifically, and should be classified by motive rather than by result. Timidity is at the root of most untruthfulness, but a corollary should be added that abnormal liars are usually very affectionate and emotional children (though this is by no means always the case), and their ready and recurring repentance proves that while they are fully capable of understanding the iniquity of individual cases, they have no real moral sense in that direction and are not capable of the sustained effort of formulating and applying a general principle.

A cursory analysis of the effects of punishment upon such a child convinces us of its necessity, if we are to establish painful associations with the fault, and of its futility if our object is to establish any purposeful continuity of thought which may be elevated to the height of a moral principle.

In the case of theft, restitution work had for its psychological basis the good effects of the concerted action of body and mind in building up a memory and almost a habit of honesty to counteract the impression left by the act of theft.

With most children bodily habits and actions are of greater permanence than mental acts, and where the latter are evidently felt as isolated phenomena this peculiarity would seem to continue even after puberty. Our aim therefore must be to create a bodily association or habit of truth-telling which shall serve to bridge over gaps between isolated instances until capacity for incorporating moral principles be attained.

After every lapse from truthfulness, as the experienced teacher knows, the timid child reduces her mind to the level of an idiot's by many nervous lies and excuses, by fright and by tears. In that state (called "being sorry") she is usually left, and no clear impression is made at all. The lie specialist would probably advocate that after punishment the child should be required to write down quietly what had occurred, even such a bald narrative as "I am sorry, but I did tell you a lie. I did break the plate." This crystallizes what did occur and also minimizes the temptation to whitewash it afterwards. Then, borrowing for a more wholesome purpose French criminal procedure, reconstruct with the child what had happened. Ask her again if she broke the plate, if possible in the same room and with the same formula and audience as before, and let the child's last memory of the occurrence be her own courageous confession and subsequent commendation.

It may sound an artificial scheme, but indeed it has proved beneficial when nothing else has seemed to help the child, and is sound, surely, if we remember not only the Lange-James theory but also our own bewildered miserable childish aches and confusions of mind, or our own desire for any opportunity to prove amendment and the disheartening regularity with which when it came it took us unawares.

It is, after all, only by establishing a chain of right reactions to simple stimuli under artificially natural circumstances that the Borstal or any other system works. Why should children who are in special institutions lack the benefits of educational research and advance, and why, on the other hand, should not abnormal girls and boys in our ordinary schools receive specialized care and attention and the treatment definitely appropriate to their case? If the Home Office could co-operate with the Education Department in this Commission, the ordinary teacher might indeed hope to give and receive help in the proper treatment of all children who may be classed as refractory material.

RUTH S. M. PETO.

JOTTINGS.

THE following are the arrangements that have been made for demonstrations of the Dalcroze Rhythmic Gymnastics:—Friday, November 15, 8 p.m., London, Caxton Hall (Music Teachers' Association). Saturday, November 16, 3 p.m., Cheltenham (Ladies' College). Monday, November 18; Tuesday, November 19, 7 p.m., Leeds—Albert Hall, November 18; Town Hall, November 19 (Leeds University, Education Committees of Leeds City and the West Riding). Wednesday, November 20, 5.30 p.m., Manchester (Victoria University). Saturday, November 23, 3 p.m., London (Goldsmiths' College). Monday, November 25, 8.15 p.m., London University (University Extension Guild).

A WOMAN impostor is visiting schools, pretending to place her granddaughter, aged eight, at a boarding school. She settles everything and leaves, returning later on to say that she has lost her purse, and borrowing her fare to Dover, Tunbridge Wells, &c. She gives her name as Mrs. Bartram, and a reference to a clergyman in Dover. Any head mistress she may visit should immediately inform the police.

A LONDON branch of the "Guilde Internationale," which has its home in the Rue de la Sorbonne, Paris, was opened at Gordon House, Gordon Square, last month. Here young French students resident in London will now have the opportunity of attending classes in preparation for the "Certificat Primaire" and the "Certificat Secondaire," and English conversation will be made a special feature of the work. It is also intended to form classes in preparation for the examination of the Cambridge Syndicate, designed specially for teachers who wish to gain a certificate of proficiency in English—this for foreigners only—French, or German. We have already discussed this examination, which will be held for the first time next June, in connexion with the Cambridge Higher Local Examination. Non-student members will also be eligible for membership of the Guild on payment of five shillings as an annual subscription. This will allow access to the reading-room, admission to the social gatherings, and restricted use of the information bureau.

THE REV. CECIL GRANT appeals to the public to subscribe a capital sum (in shares) sufficient to start a Montessori side at St. George's School, Harpenden. All he needs is a schoolroom and two teachers—one to teach and one to keep in touch with the parent establishment in Rome. Before subscribing we should like to know what exactly the "Montessori Method" is.

A DISTINGUISHED lady educationist lately visited the Froebel Institute, where she had heard that the method was being practised. She was shown the classes at work, and, on leaving, expressed to the Principal her perfect satisfaction. "Why," she asked indignantly, "is not the Montessori method adopted in every school in the kingdom?" The Principal was obliged to confess that she had never heard of the Dottressa, and was simply endeavouring to build on the foundation that Froebel had laid.

A FIRST LESSON IN ENGLISH HISTORY.—"Have any of you heard of Julius Caesar? Can anyone tell me who he was?" Bright Child: "Please, teacher, I know. He was the King's dog."

THE business of the University Tutorial Press has grown so rapidly that it requires additional capital to acquire the freehold of its printing and bookbinding works at Foxton and extend its premises. It has, during the past twelve months, published no fewer than fifty-two new books.

THE inaugural meeting of the Science Association will be held at the London Day Training College, Southampton Row, on Saturday, November 23, at 3 p.m., when an address will be given by Prof. Henry E. Armstrong on "Science befitting Girls." Subscriptions (5s.) should be sent to the Hon. Secretary, Miss I. H. Jackson, Godolphin and Latymer School, Hammersmith, W.

LINDSEY HALL LECTURES.—On Thursday, the 14th inst., at 8.30, Prof. Jacks, editor of the *Hibbert Journal*, will lecture on "Religion and the Need of Salvation."

THE editor of *Everyman* cannot be expected to know much of our great head masters, but, before introducing Mr. A. C. Benson, as probably the best living authority on secondary education, he

should have consulted the "Dictionary of National Biography." Mr. Benson's father, the Archbishop, was never Head Master of Eton. Magdalene College, Cambridge, is robbed of its final *e*, but this a trifling peccadillo.

CAMBRIDGE LOCAL EXAMINATIONS. — The Class lists of the Cambridge Local Examinations held in July show that the total number of candidates entered was 7,647, exclusive of 505 who were examined at Colonial centres. In the Senior Examination 1,118 boys and 1,368 girls passed, First Class honours being gained by 100 boys and 25 girls. Of the Junior candidates 1,655 boys and 935 girls satisfied the Examiners, 171 boys and 25 girls being placed in the First Class. In the Preliminary Examination 289 boys and 250 girls passed.

OBITUARY.

E. D. A. MORSHEAD.

WE regret to record the death of Edward Doidge Anderson Morshead, one of our oldest and most valued contributors. After a long but painless illness, he passed away on October 24, in his sixty-fourth year.

The third son of the Rev. John Morshead, a Devonshire rector and squire, he knew and loved his native country as Thomas Hardy loves Dorsetshire or Mr. Belloc Sussex; and he was never happier than when telling a Devonshire story in the purest *patois*. Next to Devonshire he loved Winchester, where the greater part of his working life was spent. Gaining a Foundation Scholarship in 1862, he passed in due course to New College, Oxford, and, after a brilliant University career, was elected Fellow in 1874. In 1872 he was appointed by the late Dr. Ridding to a Winchester mastership, which he held, first under Dr. Ridding, and then under his brother-in-law, Dr. Fearon, for thirty-two years. As Tutor of the Upper Sixth and Form Master of the Lower Sixth, he was largely responsible for the classical work of the highest forms, and the many brilliant scholars whom Winchester produced during these years will gladly testify their indebtedness to Morshead's inspiration. It is hardly a paradox to say that he was too clever to be an ideal schoolmaster. Though the kindest of men, he could not "suffer fools gladly," and the winged epigram, though it was never barbed, would fly out, to the discomfort of the stupid boy who missed the point and only perceived that he was being laughed at. On the other hand, there was no master so ready to help lame dogs over stiles, and his leisure hours were always at the disposal of those who sought his aid.

His resignation in the plenitude of his powers came as a shock and a surprise not only to the school, but to his friends and colleagues, and it was characteristic. Only the head master knew of his intention, and he thereby shunned any formal leave-taking or public testimony to his services. He could still satisfy Dr. Arnold's test of running up the school steps three at a time, but he wisely determined to throw himself into other work while strength and adaptivity remained. He established himself "across the bridges" in a large house surrounded by mean streets, warehouses and offices, and, with his wife to aid him, he soon made it a centre of light and warmth. He was a manager of schools, where his visits were always welcome, and he invited the masters and mistresses to his table, round which, under his genial humour, the demurest of schoolma'ams and the starchedest of head masters unbent. He lectured to the Working Men's College; he taught the Grey Ladies of Southwark Greek. But he did all, as it were, by stealth. He never appeared on a platform, and his large charities were anonymous.

To the public Morshead is known only as a translator, and his "House of Atreus" (the Aschylean trilogy), published in 1881, still holds the field against its many rivals. His "Agamemnon" appeared almost simultaneously with Browning's, and Mr. Browning spoke of it to the present writer as far the best of its kind, though he maintained that his word-for-word version was the only true translation. With French, German,

and Italian literature he was as familiar as with Latin and Greek, and it is hoped that his shorter translations, many of them in manuscript and some that have appeared in this journal, may be collected and published. This should include a version in stanzas of the "Paradiso," which only needed the finishing touches, and *vers d'occasion*, always witty and sometimes beautiful, often addressed on post cards to friends. He had a genius for friendship, and, like a prince, he scattered largess amongst his friends. As it dates back twenty-eight years, we may reprint his epitaph on Gordon:—

By those for whom he lived he died; his land
Awoke too late, and crowned dead brows with praise.
He, 'neath the blue that burns o'er Libyan sand,
Put off the burden of heroic days.
There, strong by death, by failure glorified,
O never proud in life, lie down in pride!

If to live and labour for others, oblivious of self and careless of fame, is a note of heroism, Morshead too has "put off the burden of heroic days." In physical proportions, no less than in intellect, he towered above his fellows: "in wit a man, simplicity a child."

PROFESSOR SKEAT.

[A PERSONAL TRIBUTE.]

"I SHALL not say one word of my own," writes the sorrowing Boswell, "but adopt those of an eminent friend, which he uttered with an abrupt felicity, superior to all studied compositions. He has made a chasm which not only nothing can fill up, but which nothing has a tendency to fill up. Johnson is dead. Let us go to the next best: there is nobody; no man can be said to put you in mind of Johnson." These words might have been spoken of that successor of Johnson who was laid to rest in Cambridge on Friday, October 11. There was more than a kinship of common study between them; the same dogged industry, the same brusqueness of manner and rough impatience of insincerity. The two names, Johnson and Skeat, may well be coupled as the pioneer of English lexicography and the first systematizer of English philology. Both men were arbiters of words and sought to trace the devious ways by which they have come down to us. Both men strove to make us proud of our noble language and literature, and strove not in vain.

Skeat was "too inaccessible," says the obituarist in the *Times*. The charge may be boldly challenged. It is true that he lived among his pyramids of books, working regular hours each day, and he was never gentle with the interrupter. I know that at times he was much pestered by inquirers who wanted information without toil of search. I saw his reply to one of these molesters. There was an absence of velvet phrase: a few references, and "Go search." I doubt whether he would have got any references from Dr. Johnson. But to the young and sincere student Prof. Skeat was always gracious. I wrote to him recently in regard to the spelling of Greek words in English. By return I had a full and thorough reply, characteristic in every way, sharp as a sword in incisiveness, and with it a charming personal note, almost his last. It was a principle with him never to leave letters unanswered.

The funeral service was in the Chapel at Christ's, the college with memories of Milton and of Skeat's contemporaries and friends, C. S. Calverley and Walter Besant. The bier was of unpolished oak, and a cross of roses lay thereon. What better could be said of the strong exterior and inner graces of him we mourned? The severe simplicity of the service was most meet. Prof. Skeat hated ceremony, and loved the naked beauty of life. *Nunc dimittis*; and we were out into the quadrangle of Christ's, rich with October sunlight and red with decaying climbers. The procession forms again, and we march through the narrow Cambridge streets into the ample fields, and leave him sleeping on the borders of the town he loved and that loved him. As I passed the open grave I was reminded of the inscription on the Lichfield tablet . . . "to the memory of a man of extensive learning, a distinguished moral writer, and a sincere Christian."

S. W.

ALICE OTTLEY.

IT was with deep regret that all who are interested in the secondary education of girls heard of the death of Miss Alice Ottley, the first Head Mistress of the Worcester High School. She had devoted her life to the cause of education, and no small part of her achievement was the opening up to her own distinguished brothers the early opportunities which were to bear so much fruit later on. But it is on account of her own work for girls that she will be chiefly remembered. As a teacher she had distinguished gifts. She was eloquent without being verbose, and clear without being dry; she was sternly insistent on accuracy in detail, and in demanding the highest degree of finish possible, without letting her pupils lose the inspiration of great ideas. As a Head Mistress she combined great powers of organization with scrupulous attention to details, and an almost despotic authority with quick appreciation of any contribution made by those who assisted her to the improvement of school methods. But, great as were her intellectual gifts and force of personality, it is perhaps her extraordinary humility and love of others by which she will be longest remembered, and her influence on the characters of all with whom she came in contact was of that abiding kind that there are hundreds of women and girls who would say that they owed the best kind of success and happiness in their lives to the wise and loving help of Alice Ottley.

M. A. DOUGLAS.

At the meeting of the Executive Committee of the Association of Head Mistresses on Saturday, October 12, the following resolution was proposed by the President, supported by Miss Robertson, and carried unanimously: "That the Executive Committee of the Association of Head Mistresses desire to express their sincerest sympathy with the family of Miss Ottley in their great loss. They also wish to record their deep sense of the value of her educational work. As the first Head Mistress of the Worcester High School for Girls, as one of the most valued members of the Worcester City and County Education Committee, and as a member and Vice-President for very many years of the Association of Head Mistresses, she never failed to devote her distinguished powers to furthering the highest aims of education."

GIFT BOOKS.

Green Willow, and other Japanese Fairy Tales. By GRACE JAMES. With Illustrations in Colour by WARWICK GOBLE. (5s. net. Macmillan.)—We welcome a new edition of these rare and strange exotics visualized, as it were, in the exquisite illustrations. It is only unfamiliarity that prevents the admission of Japanese myth and fable to the world's Pantheon, and already Lafcadio Hearn has done much to popularize them. It might be well to give in notes or a glossary the meanings of the Japanese words, and there are occasional slips in the English that need correcting—"stronger than me," "you who was," "unfortunately, it has been my misfortune," "a groove [for a grove] of bamboo shoots."

The English Fairy Book. By ERNEST RHYS. With Illustrations by F. C. WILNEY. (6s. Fisher Unwin.)—These refurbished tales are dedicated to Stella, a seven-years darling to whom they were first told in "the language proper to Fairyland." Stella must have thought that its confines were reached when she heard the recipe for a fairy philtre, and, if critical, she will have inquired how a Canterbury shepherd comes to be talking broad Somerset and why the headless huntsman is drawn with a head of a Yankee type. These are small defects, and the old favourites, "Jack the Giant Killer," &c., are excellently retold; but many of the fifty-five, interesting as they are to the folk-lore, will have no meaning to children.

Elfin's Song: a Book of Verse and Pictures. By FLORENCE HARRISON. (6s. net. Blackie.)—If we did not know Miss Harrison's previous colour book, we should say that she had written a delightful volume of children's verse and found a sympathetic illustrator, and, as it is, pencil and pen are so perfectly matched that we know not whether to give the first place to verse or pictures. The poems remind us sometimes of Christina Rossetti—the poet after her own heart—sometimes of R. L. Stevenson, and sometimes of Blake; but they are not echoes, and both poems and drawings (black-and-white and coloured) have a charm of their own. We have seen no more fascinating Christmas present for a child.

The Scholar Gipsy and Thyrsis. By MATTHEW ARNOLD. With Illustrations by W. RUSSELL FLINT. (3s. 6d. net. Philip Lee Warner.)—A new edition of the quarto published two years ago, which many lovers of Oxford and its poet must have coveted. Mr. Flint has looked on Oxford with Matthew Arnold's eyes and caught its charm; but in the reproduction the water-colours are a little woolly. Mr. E. H. New's pictorial map in the old style of cartographers is an appropriate addition.

Mary the Mother of Jesus. An Essay by ALICE MEYNELL. With twenty Plates in Colour after the water-colour drawings by R. ANNING BELL. (16s. net. Philip Lee Warner.)—Mrs. Meynell is a Roman Catholic, but there is little in her graceful essay to offend any devout Protestant. Starting from the Gospel narrative, she recounts earlier and later traditions, but these she gives for what they are worth, and makes no attempt to distinguish fact from fiction. It is with Mariolatry as it has influenced art, literature, and morals that the author is concerned. "The history of the devotion to Mary has been the history of the arts" is a hard saying, only partially true if we accept Mary as the symbol of *das ewig-weibliche*, and "Shakespeare, the one great exception, puzzles our thought." To say that Matthew Arnold's paraphrase of Isaiah will not fit the music of Handel does not carry us much forwarder, and throughout the appeal is frankly to sentiment. We can admire the quotations from Coventry Patmore and Francis Thompson, poets to whom scant justice has been done, and yet prefer "The Nativity" of Milton. We may admit that his "Eve" is not our ideal of womanhood, and yet doubt whether she would be improved had she been taken to the Confessional. But the text serves merely as the frame for Mr. Anning Bell's water-colours, and these have given us unmixed pleasure. He has discarded the conventional treatment of the Old Masters, and portrayed the Holy Family as visualized by a religious painter of the present age. "Mary and the Lady Saint Anne" might have been named "The First Reading Lesson," yet the figures everywhere are invested in the purer ether and purple light of sacred art. It is almost needless to add that the colour-printing of the Medici Press leaves nothing to be desired.

Heroes of Science. By CHARLES R. GIBSON. (5s. Seeley.)—A bibliographical and anecdotal account of some of the makers of science, from Pythagoras down to Lord Kelvin. There is no attempt to trace the rise and progress of scientific ideas, but the personal history of these heroes, as far as it is known, is pleasantly told. Dacier cannot be accepted as an authority on Pythagorean doctrine. His harmony of the spheres is not anticipation of the Copernican theory, nor have the atoms of Anaxagoras any real connexion with electrons. In the life of Darwin his relations with Wallace should not have been overlooked.

The Romance of Submarine Engineering. By T. W. CORBIN. (5s. Seeley.)—We are all interested in submarines, but few of us know how far back the invention goes, or could give an account of the various experiments by which the submarine has become an integral part of the Navy, though the recent disaster shows how much has still to be done. Mr. Corbin's book is so clearly and graphically written that it would enable even a non-professional to pass a creditable examination in the subject, and the cognate subjects of subaqueous engineering and cable-laying are treated with the same lucidity.

The Thoughts of the Emperor Marcus Aurelius Antoninus. In the translation of GEORGE LONG. With twelve illustrations in colour by W. RUSSELL FLINT. (10s. 6d. net. Philip Lee Warner.)—We welcome in this form Mr. Russell Flint's water-colour drawings, originally published in an *édition de luxe* now out of print. It is only the lilies and languors, which the Emperor shuns, that lend themselves to illustration; but the artist has viewed them with the calm, clear eye of the philosopher, and his studies of the nude are as chaste as the Venus of Melos. The frontispiece, a single figure standing out against the surf, is admirable.

The Gateway to Chaucer. Stories from the Canterbury Tales. By EMILY UNDERWOOD. Illustrated by ANNE ANDERSON. (5s. net. Nelson.)—We have here six of the Tales, with Prologue and Interludes. It needs but a little help from the teacher to enable boys and girls to read Chaucer with more ease than they read Shakespeare, and we do not share the editor's fear that they will resent it as a lesson in a foreign language, but, like Lamb's Tales, the "Gateway" may serve as an introduction. To include the Wife of Bath's Tale was a bold venture, but in its present form it is an innocent fairy tale. In the picture the wife is an arch maid riding side-saddle, with a skirt that sweeps the ground; the pair of sharp spurs are hidden, let alone the scarlet hose. On the other hand, the Franklin and the Merchant is a spirited drawing, and the colours throughout are pleasing.

Tales of the Gods and Heroes. By Sir GEORGE COX. Sixteen Coloured Plates by INNES FRIPP. (6s. net. Nelson.)—Sir George Cox was a fine scholar, and his Greek myths are told in plain.

(Continued on page 742.)

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University Tutorial Press Limited.

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THE UNIVERSITY TUTORIAL PRESS LIMITED was incorporated January 1st, 1902. In 1908 the extensive premises at Foxton, near Cambridge, were completed, and the printing of the publications of the UNIVERSITY TUTORIAL PRESS LIMITED, which had been in part executed at Cambridge, was removed to the new factory at Foxton. In 1910 and since that time the whole of the Printing and Bookbinding connected with the UNIVERSITY TUTORIAL PRESS has been executed in its own Works. The growth of the business of the Company has been continuous since its incorporation in 1902, and, in spite of the heavy expenses attached to the removal of the Works, a dividend of 6 per cent. per annum has been paid each year, with the exception of the year ending 1908, when 5 per cent. was declared.

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THE FOLLOWING FIGURES are taken from the last Balance Sheet, for the year ending December 31st, 1911:—

Stock-in-Trade, Work in Progress, Plates and Copyrights, Paper and other Stock, Machinery,	£	s.	d.
Plant and Type, Fixtures and Furniture	39,269	10	4
Due from Debtors at end of Quarter	7,234	7	6
Due to Creditors at end of Quarter... ..	5,125	19	4
Profit for the year 1911	2,430	2	8

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vigorous English, without any of Kingsley's moralizings or Hawthorne's modern embellishments, but they are austere expurgated for the young person, and Mr. Fripp avoids even more carefully any suggestion of the "nude, natural, and Greek." The shipwrecked Odysseus, as he appears to Nausicaa, is not Homer's begrimed mariner, stark naked and holding a bough before him, but a sturdy climber in an elegant chiton and cap to match; and Polyphemus is not the one-eyed monster of the Odyssey, but an athlete who would grace one of Prof. Sandow's bold advertisements. The pictures themselves are well drawn, and the colours are harmonious, but they fail to illustrate Greek mythology.

The Story of Heather. By MAY WYNNE. (2s. 6d. Nelson.)—The autobiography of an Exmoor pony, who has many adventures with masters—good, bad, and indifferent. It is very prettily told, and will be a favourite in the nursery.

Aesop's Fables. Illustrated by CHARLES FOLKARD. (6s. Black.)—The illustrations are full of humour—sometimes broad, as in the peasant pulling out the amorous lion's teeth; sometimes sly, as in the cat advising the sow not to go abroad. The costumes of the animals are of all ages, and Mr. Horne's learned preface on the age and origin of the Fables seems rather out of place.

The Boy's Book of Adventure. By ERIC WOOD. (3s. 6d. Cassell.)—Thirty-four stories of deeds of heroism, hairbreadth escapes and dare-devil escapades, some old, some new, and nearly all worth telling. Roosevelt's "Ride for Life" will be read with fresh interest. Mr. Wood is not an Alpine climber; apparently he mistakes Zermatt for a peak.

"The World's Romances."—*Sigurd and Gudrun.* By W. E. SPARKES. (2) *Faust and Marguerite.* By ETHEL M. WILMOT-BUNTON. (3) *Paolo and Francesca.* By W. E. SPARKES. (4) *Lancelot and Guinevere.* By GLADYS DAVIDSON. (Each 2s. 6d. Nelson.)—(1) We doubt if much is gained by putting the tale of Gudrun and her lovers into the mouth of a lady who tells it to her maidens as they ply the needle; but, apart from the setting, we can unstintingly praise the narrative, clear and written in nervous English. (2) Goethe's "Faust" cannot be retold like an old saga; it is far too complex, and the fable is but the framework of the drama. The second part is a phantasmagoria, and has wisely been disguised as an epilogue to the play. Some of the lyrics have been well rendered. (3) Who does not know the line "Quel giorno più non vi leggemmo avanti" and the ending, but how many could relate the tragedy from the beginning? Here we have the history in full, and the climax is reached in the last chapter. (4) The title informs us that the story is retold from original sources, but the telling is *fin de siècle*. "Lost to their surroundings for one supreme moment, the man and the woman stand alone in a marvellous world of their own creating—a golden world of tremulous joy; and there they secured each other's soul and loved, once and for all time. How simple it was and how wonderful!" We may admire or we may not; but this is not the world of the "Morte d'Arthur" or of the Mabinogion.

Tota. By Mrs. HOBART HAMPDEN. (3s. 6d. Macmillan.)—A capital child's story of the kidnapping and rescue of a little English girl, her wooing in the zenana by the Rajah's son, a child of her own age, whom she half converts to the morals of an English nursery, and who holds the bridge like another Horatius while his bride escapes. The bag of black stones which prove to be emeralds is a false note and will arouse scepticism even in the youngest reader.

With Nature through the Year. By T. CARRERAS. (3s. 6d. Jarrold.)—A serviceable companion for the young naturalist. The numerous woodcuts will help him with his botany, but the photographs leave something to be desired. There is too much moralizing for our taste on the wickedness of fox-hunting, on the blind impiety of the name *adona*, on the impropriety of lovers carving their initials on trees. We hope our young friend will not accept the *dong-d'leeong* as the correct pronunciation.

Folk-tales of Bengal. By the Rev. LAL BEHARI DAY. With thirty-two Illustrations in Colour by WARWICK GOBLE. (15s. net. Macmillan.)—This is a new and welcome addition to folklore, breaking virgin soil unexplored even in Mr. Lang's encyclopædic "Fairy Books." The author, already known to us by his "Peasant Life in Bengal," has himself collected the materials and simply cast in English form the stories by his "Gammer Grekel" and old Bengali women, so that we have the pure native tradition untainted by literary embellishments or Western influences. There is a haunting witchery in the refrain of each story:

"Thus my story endeth,
The Natiya-thorn withereth.
Why O why dost wither,
Why, O ant, dost thou bite?
Kort! kort! kort!"

Arrested by the frontispiece, we turn to the second story—the

sticking of a mystic jewel in the king-serpent's head by a King's son and a Minister's son—another Damon and Pythias. The latter is voluntarily turned to stone to save his master's life and restored by cutting up the first-born child of the Rajah's son and his water bride. In this bare analysis it resembles many familiar fairy tales; but the details and the local colouring give it a cachet of its own. The illustrator has caught the spirit of the East—his colours are rich, but not gaudy, and his figures are well drawn and well grouped.

The Big Book of Fables.—Edited by WALTER JERROLD. Illustrated by CHARLES ROBINSON. (7s. 6d. net. Blackie.)—We cannot accept the Editor's apology for the Fable—*et prodesse volunt et delectare poetæ*. It is only foolish children, he opines, who want the jam without the powder, the story without the moral. Rousseau objected to fables because of their low morality. We have no such qualms, and consider "Brer Rabbit" an admirable child's book. We object to them because they do not satisfy Horace's second postulate. For children they have no charm. Anatole France, in his reminiscences of childhood (see Translation Prize), tells us that the one kind of literature he could not stomach was fables. What child will be improved by the moral—

"Anger a vengeance worth avoidance hath,

That bringeth damage to the quick-to-wrath?"

La Fontaine, we allow, is charming, but hardly so in these translations, e.g.—

"This is the same result
Of being too difficult."

It is a handsome volume, and the black-and-white illustrations will please children; but we wish that Mr. Charles Robinson had exercised his clever pencil on worthier materials.

Black Evans. By K. S. WARREN BELL. (Black.)—Lovers of football will find much to attract them in "Black Evans." The question of Rugger v. Soccer looms large throughout the book; there are several spirited contests in the football field. A new head master comes to Christ's College, bringing with him a number of boys from his former school. Of course they do not get on with the old boys, and a general spirit of resentment and rebellion is abroad. Mr. Talbot is not tactful with anyone, least of all with Black Evans, who is, we must admit, a singularly unprepossessing, and even dangerous, person to have about. Things go from bad to worse, and end in something like a personal combat between Talbot and his refractory pupil; but at this critical juncture a small boy, who has been unmercifully bullied, runs away, and becomes unconsciously the agent for a reconciliation. It would have been interesting to know whether he recovered. There are some well drawn illustrations by E. M. R. Whitwell.

(1) *The Little Guest*; (2) *Jasper.* By Mrs. MOLESWORTH. (2s. 6d. each. Macmillan.)—These are fresh editions of two very attractive stories by this favourite author for children. It is needless to say they are well told, and both have some excellent illustrations by G. Demain Hammond.

The Right Sort. By L. H. BRADSHAW. (Black.)—Templeton, the hero of the story, is nothing if not athletic. His cricket is undeniable, so that it is very hard luck for him, when his father's misfortune obliges him to try to cram for a scholarship, to back out of playing in a match, and practically ensure the defeat of his school. The mystery he makes about this not unnaturally causes him to be misjudged, and he shows some strength of mind in sticking to his resolve to say nothing, till his prowess in a swimming match, when he sacrifices his personal ambition for the good of the school, restores him to favour. He is, on the whole, a well meaning boy, but quite "the right sort" would not, when head of the house, slip out at night to go to the theatre, though his escape from detection adds an exciting chapter to the story.

The Treasure Galleon. By ROWLAND WALKER (3s. 6d. Routledge.)—As may be supposed, this is a story of the Spanish Main in the days of good Queen Bess. There is plenty of incident—storms and sea-fights, the rescue of prisoners from the clutches of the Inquisition, and an arduous march over the Cordillera to reach the Magdalena River. The author has a tendency to become sentimental in and out of season, and this has rather an incongruous effect in the midst of the stirring scenes he has set himself to describe. There are some well-drawn illustrations, but in "A Narrow Escape" nothing could have saved the boat from going over the falls.

The Western Scout. By BESSIE MARCHANT. (2s. S.P.C.K.)—Elgar Hunt was only a boy when he and his uncle and aunt started a general store in Prince Rupert town, but he had been training as a Boy Scout, and was sensible and resourceful beyond his years. It was not merely the difficulties of shopkeeping that he had to contend with; there was a mystery in the background and more than one singularly unpleasant man, untroubled by scruples, to make head against. The story is well written, and Elgar's adventures will be followed with interest.

(Continued on page 744.)

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(Continued on page 746.)

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iteration of the double name is irritating—has chiefly herself to thank for the very unpleasant position in which we leave her—a half willing slave to a son who, for all his previous spoiling, treats her with sheer brutality when his own interests are touched. The secret of the plot is well kept.

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LO! gleaming white with piled snows,
Soracte stands; the forests strain
And groan beneath their burdened boughs,
And nipping frosts the streams enchain.
O thaw the cold! pile on the wood!
The hour admits not niggard hand;
Bring out, mine host, in generous mood,
That Sabine jar of four-year brand.
Leave to the gods the rest, who, when
The embattled winds have ceased to lash
The seas to rage, give peace again
To cypress and to ancient ash.
To-morrow's fate seek not to learn,
But aught the day may bring perchance
Set down as gain, nor lightly spurn
The joys of youth and love and dance.
Green youth to crabbèd age must yield;
Let lovers now, their troth repeating,
Whisper in moonlit close or field
At trysting hour their wonted greeting.
Now let the maiden's merry laugh
Betray in what coy nook she lingers,
While forfeit ring is snatched from half-
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ALTHOUGH in the majority of schools some arrangement is made for the teaching of instrumental music, the subject is in so many respects a special one that probably few headmasters could boast of a technical command of it. Among head masters of public schools, I can only remember Dr. McClure, of Mill Hill, as having a musical degree. Therefore, while modern methods may be slowly, yet surely, invading the schoolroom, it will not be out of place to consider whether the music room has any corresponding advance to show.

I remember hearing many years ago a complaint from a teacher of music that the drudgery of learning was such that his more musical pupils could not stand it, and only those who had less sensitive ears plodded on! A more remarkable confession was surely never made by any teacher, and one is forced to wonder how far it was justified. Any trained educationist would reply at once that the method of teaching must be badly at fault; but the majority of music teachers have, unfortunately, no training in the general principles that underlie sound teaching.

Then, again, it is worthy of observation that when cultured amateurs are listening to music they tend to discuss "expression" as being the centre in which the soul of the music lies. Critics will prefer as a rule to use the wider but less concentrated word "interpretation" to denote that which they seek before all things in a player; but he who listens to the majority of music teachers will hear them discuss "time," "fingering," "runs," "left-hand work," as if the sole art of teaching music consisted in the production of a living rival to the pianola! After that, one is not so surprised to find that the girl applauded by her music teacher can often so successfully bore every listener in the drawing-room.

I once had a pupil sent to me whom I knew to be artistic in temperament. She brought me her three latest pieces; two of them I saw to be so tiresomely valueless that I did not ask

her to play them to me; the third was a French Romance pretty and gracefully emotional. She played this to me without a vestige of expression, so I straightway sat down and played it to her as its Southern composer had intended it should be played—that is to say, with plenty of vibrant feeling. When I had finished I was astonished to hear her cry out enthusiastically, "What a beautiful piece it is!" She had learnt to play without having the least idea that it could be, or should be, made beautiful! What singular logic it is that makes the playing of two or three wrong notes a grave error, yet takes no blame to itself if every note in the piece is played wrongly! The girl in question soon developed a very charming expressive style, and was able to render such pieces as the Adagio from Beethoven's "Sonata Pathétique" with real taste and feeling.

Nor is this an isolated instance; if space permitted, I could cite many others. Many a girl is called unmusical when in sober fact she is really dulled by the conscientious banalities of her teacher. Most children love expression: it appeals strongly to their dramatic side. Wake them up to the expressive possibilities of a piece, and they will play it with a zest that no other means will make them show. Light and shade should be taught as soon as possible—that is to say, as soon as the child has grasped the rudiments and begins to get some control of its fingers. After that, he, or more probably she, should never be allowed to play inexpressively. She should also always be consulted as to the emotion of the piece. "What shall we make of this? What does this express?" the pupil should always be asked. Even if she is content at first to follow her teacher's expression, she should be taught to listen for expressive values, to delight in them as in the very essence of the music. Nor should these values ever be stereotyped: it should be an axiom that the best player never plays the same piece twice alike. And the true teacher should indeed treasure every little expressive touch which is the pupil's very own.

It will doubtless be asked what place the usual "finger exercises" would take in such a scheme. The plain answer is that a well-chosen piece provides the very best of finger exercises, especially for the young player. The concert player may be left to choose whatever he finds best for his particular style; the learner will be very liable to contract from finger exercises the grave faults of an inexpressive touch and a cramped action of the hand. Such a piece as Beethoven's Variations in G provides the best possible exercise while being all the while living music. It has great variety of expression; it has arpeggios in one variation, trills in another, scale passages in another, counterpoint in another; the pupil needs nothing better than this. Nor is it the only classic piece to provide such material.

The sound teacher must choose with the greatest care the pieces which he gives to his pupil, and they must all be *music*. Nothing but the best is good enough. Intelligent lads and lasses, who enjoy Shakespeare in their English class and Molière and Daudet in their French class, are not to be spoon-fed in music time upon some fourth-rate composer's teaching-gruel. And this consideration brings me to a very weighty aspect of my subject, and one that receives far too little attention. I have in my hand at the present moment the music set by the Associated Board of the Royal Academy of Music and Royal College of Music for their School Examinations (Higher Division, List B). Music thus selected by our two leading Academies is specially printed in a book by itself, and is adopted by teachers all over the country as their standard teaching material. What, then, is its artistic value?

The book contains four compositions, of which two are "studies" and two are "pieces." For the benefit of the uninitiated I ought to explain that, while occasionally a "study" will possess real artistic value, yet for the most part studies bear much the same relation to true music as "Around the rugged rocks" bears to "Tiger, tiger, burning bright." The first study in the book, that of Berens in C, is a technical exercise, and as such should not, I maintain, find its way into the examination room. The examiner's business is to find out what the student can do with his technique—that is to say,

what he can interpret; to examine upon the basis of such studies as this is to confuse dexterity with music; to encourage the utterly inartistic idea, already too prevalent with music teachers, that finger-gymnastics have a value of their own apart from what they can accomplish, just as if a steam-engine would be any good if unconnected with anything tangible to drive!

The second study, Heller in A minor, has rather more variety and a little more music in it, but is essentially of the kind that "never would be missed." The first of the two "pieces" is by Bach, one of the giants of our art: and for that I suppose we should be truly thankful. Yet, though it is admirable to choose Bach, I doubt if this particular piece is admirably chosen. Despite its strength and dignity (qualities seldom lacking in its author), it is far from being in the first rank of its composer's work; but we must be thankful that Bach was chosen at all.

With two studies and one dignified Old Master, the last piece was almost bound to be something with modern warmth of expression; then with what disappointment we turn to Horváth's "Spanish Serenade," a shallow, meretricious production which owes its best idea to Grieg. Surely the Academy or College must have some student who can turn out better than this kind of tinsel? The mistakes in musical grammar, which occur in the 10th, 13th, 17th, 23rd, 25th, and 49th bars, would not much matter if the piece had any vitality; but it has none, and I pity those who have to labour at it.

It must be a disappointment to all who love music to find that, out of the fourteen pages of this book, issued on the authority of our two chief teaching bodies, twelve pages belong to the scrap-heap and only two pages are music at all. It is a disappointment to find everywhere teachers whose one idea of pianoforte playing is fluent rapidity, who can neither play nor teach their pupils to play any slow movement with intelligence or expression. It is a disappointment to hear a certificated player and teacher apologize for putting "too much feeling" into a grandly beautiful Beethoven Largo when truly she had put into it far too little. It is a disappointment to hear a teacher boast that it is her method to put twenty girls to twenty pianofortes all in one room at one time, making them play the same piece all together, and to be told that this is done at a large provincial Academy of Music. And yet, strangely enough, despite all this, I am an optimist. Because, after all, it is not the schools, academies, or teachers that do the best of the music teaching anywhere; it is the great masters, and they have a wonderful way of finding out their own. Loving eyes bend over the music, loving hands play it tenderly, despite all errors and imperfections. Mozart is teaching many a one, Schubert many another. And above all and beyond all towers the mighty figure of Beethoven, leading into his magic kingdom of purified emotion all those who have thrilled at his poignant call.

SPELLING AND THE STAGE.

A TALK WITH MR. WILLIAM ARCHER.

THREE years ago *The Journal of Education* had an interview with Mr. Archer in regard to the plans of the Simplified Spelling Society, of which he was Secretary. At that time the proposals were somewhat nebulous—a few prunings here and there of anomalies and excrescences; nothing more. But there were hints in the conversation that a full scheme would one day be submitted. That day has come. A complete program for the reform of the current spelling and the release of those golden hours that are spent in teaching word-whims is now submitted for open, frank discussion. It has received the general approval of Prof. Gilbert Murray, of Prof. Skeat, of Vice-Chancellor Michael Sadler, to choose at random from a distinguished list of names; while Sir William Ramsay has definitely decided to use what he calls the worthier instrument of this "nyu speling." Lectures are being given up and down the country; local branches are

in process of formation; a monthly journal, the *Pioneer*, is issued with spellings according to the new system; articles are appearing in the press, not alone of the United Kingdom, but of other lands; and altogether a more effective challenge than ever before is hurled against the citadel of conventional spelling.

There is food for the humorist in the fact that the offices of the Society face the British Museum. I believe the situation has already been hit off in the name of one of Landseer's pictures. Mr. Archer is a chief apostle of the new movement, or, more strictly, an old movement in a new dress. He is, of course, accused of sacrilege, and a thousand voices cry out that the vessels of the altar shall never be flung into the melting-pot. But those who know how eminently sane and sincere a man the missionary is will prefer that he should speak for himself.

"This new scheme," he said, handing me the document, "is submitted as a suggested way of escape from the jungle of our present spelling. We do not ask our members to accept every detail in the manner of verbal inspirationists. Membership of the Society bespeaks sympathy with the general movement for reform, not necessarily with this particular scheme. What we want is to arouse thought and interest. The logic for reform is irresistible; the educationist is with us in urging revision of the current values, and the great philologists are our best allies.

"We have submitted a full—and, in the opinion of many, a much too radical—scheme because we feel that at bottom the problem is a problem for the elementary schools. On an average a year of each child's school life is wasted in learning will-o'-the-wisp word-forms. Think of the loss this means to the nation when multiplied ten times ten thousandfold. The study of the mother-tongue has become a living thing at the present day, but yet we make difficult by the retention of the current spelling what ought to be a smooth and easy way into our noble literature. Moreover, the child-reason suffers: it cannot proceed from 'plough' to 'cough,' from 'height' to 'weight'—it has to take on authority the very matters it ought to be able to set down of its own searching. How are we to give these children relief? By merely reforming a few of the more outrageous spellings? This is something, and we do not discourage it; but the true simplification is to make the spelling a delight, to make it rational and consistent. In the name of these thousands of children we submit our scheme.* It is thoroughgoing, I know, though not sufficiently so to satisfy the phoneticians. We have kept within the limits of the present alphabet, following the line of least disturbance; these limitations account for any awkwardnesses in the notations we have chosen, but we wanted to retain as much of the old as ever we could, consistently, of course, with giving a real measure of relief to the children. We ask educationists to discuss the scheme, to criticize it and improve it, to help us in appealing to the Government for a Commission of Inquiry."

"And when did you first take up the cause of spelling reform, Mr. Archer? What was the manner of your conversion?"

"It is many years ago now, and like most origins, somewhat dim. In 1901, I think it was, Mr. Bernard Shaw disputed with me on a point of policy. We were at one as to the need

for reform, but Mr. Shaw advocated, as I believe he does today, the adoption of a complete phonetic alphabet. I argued then, as I argue now, that such an instrument of precision could be used only by trained phoneticians, and that to encourage every one to reproduce his own pronunciation in the minutest detail would lead to all sorts of divergences of dialect. A certain standard must be accepted. We cannot all write just as we speak; but the standard may easily be fifty times nearer than the current spelling to the speech of all of us. My friend, Prof. Brander Matthews, reawakened my interest in the subject when the American Simplified Spelling Board was initiated, and when Prof. Skeat and Dr. Furnivall founded the Simplified Spelling Society in this country I became secretary."

I intruded a pessimistic note. Reformers of the written word have sprung up, wrought at their task, and died without leaving an excrescence the less. So many failures, can there be any promise of success now?

"You must remember that phonetics are being taught in our schools. Children are educated to hear and understand the sounds of the language. Before long there will grow up a generation to which the present forms of spelling are no longer sacred. Reform must come: we believe it is worth while to expedite it and restore to the child the year lost amid the dust and weariness of spelling lessons. In the struggle for commercial supremacy, we cannot afford to waste school-time on what positively injures the young mind, inasmuch as the current spelling laughs reason to scorn."

Mr. Archer pointed out other signs of daybreak. The public mind is less averse to change than was the case twenty or thirty years ago. Speaking generally, the press takes up a kindlier attitude; and, above all, teachers—the real masters of the situation—deeply feel the need for revision.

It was time to turn to another theme. I wondered if the cause of "clean spelling" was in any way associated with the health of the drama.

"Not definitely, I fear. But, of course, anything that tends to make people give more attention to the sounds they utter will have the effect of purifying the speech of the stage. 'Clean spelling,' as our Treasurer, Prof. Rippmann, puts it, will conduce to 'clear speech.' Incidentally, one may mention that 'G. B. S.' fixed upon the speech of Queen Victoria as the best standard, but now Mr. Forbes Robertson is his model. I, as a Scotsman, agree."

As idle a task were it to have kept Don Quixote at home as to keep the Censor and the Censorship (which Mr. Archer has compared to Rozinante) out of our conversation.

"While it is the office mainly upon which we wage war, we do feel that the present occupant is specially undesirable. The author of 'Dear Old Charley' should not hold the blue pencil. It is probable that a petition may be presented to the King. His Majesty cannot, of course, abolish the Censorship, but he has control over the servants of his household."

"The music-hall may react on the theatre and prove a bane?" I suggested.

Mr. Archer understood the question. It was free from commercial reference and merely bespoke anxiety for the true life of the drama. The reply was lighted up with optimism. "We shall see presently that the drama is at present too healthy a child to cause alarm to its guardians. Unnatural restrictions there are, Mr. Brookfield not the least of them. They must be cleared away; in fact, the wine of renewed youth is bursting the old skins. The strength of the feeling against the Censorship is a sign that the drama is attaining real power and cannot bear the galling restriction which is placed upon all serious work. New writers are springing up with a message from life and skill to tell it. When a repertory theatre opens in a provincial centre, writers begin to illustrate in the drama the life of that city. I may quote Manchester and Glasgow."

I interpolated the name of Miss Sowerby, and Mr. Archer emphasized that "the remarkable play" which has made her famous is full of local colour. "The drama is getting close to life."

The tide of optimism swept on. "There is no need for

* The Scheme in brief :—

bet	pet	dip	tip	got	cot
met	net	ring	N.B.	linger	thinc
win	whim	van	fan	this	thing
so	zest	vizhon	sheen	jest	cheer
yes	hapy	left	riet		
glad	best	lily	song	bud	good
faather	star	maid	fair	laud	lord
leed	liet	loed	buun	dyuety	
seing	dial	going	juel	dyual	
we	mi	tho	thru	dyu	
joi	mount	curl	sister		

(It will be seen that *ee, ie, oe, uu, yue* may be reduced before another vowel or finally.)

lamentation about the present condition of the drama. Mr. Brookfield stands condemned by the fact that he has openly avowed his blindness to the new light and life which is everywhere about him."

We turned to the Irish players. They stand in exposition of Mr. Archer's hopeful words. They gave a further text, too, on which to speak of the futility of a Censor. In Ireland there is no preliminary censorship. The police may, of course, take proceedings to sweep the stage clean of anything indecent and offensive. It is the right of the law to deal with smeared literature. "As a piece of writing," said Mr. Archer, "Synge's 'Play-boy' is a masterpiece. And yet I can understand an Irishman's hissing it. If I were an Irishman I think I should do so myself."

"And now as to the cinematograph," I interrogated; "may not its popularity be inimical to the drama?"

"I do not see how the cinematograph at its best can contribute to dramatic education. It is in a separate class. The 'kinema' does, of course, help to steal audiences from the theatres, and thereby exercises a commercial influence. To my mind the cinematograph can be made a very powerful instrument of popular education. At present the instrument is, for the most part, put to very trivial use. It is the tool of foolish farce and cheap sentimentalism. Just as it is the business of society to organize theatres and keep them worthy, so I feel the cinematograph must by public action be saved from vulgar and trivial ends. But the whole question is scarcely relevant to the drama."

Again we came to talk of the crusade for the simplification of spelling. Mr. Archer is full of zeal in this matter. He has given no end of time and energy to propaganda. What is the real underlying motive of it all—"the anthracite at the centre," as Lord Rosebery would say? The claims of reason, naturally; Mr. Archer likes best to speak of "Rational Spelling." But more: there are the claims of the children. Other subjects—if, indeed, spelling can be called a subject—must wait. I agree with Mr. Archer. On a grand national scale we are flinging a child's privileges into the dust. Educationists are not unaware of this. Vice-Chancellor Sadler (of Leeds), Principal Sir James Donaldson (of St. Andrews), Miss Burstall, M.A. (of the Manchester High School for Girls), are distinguished supporters of the Simplified Spelling Society.

The appeal of peace is here placed last, that it may the less readily be forgotten. Mr. Archer's words haunt one: "By rendering English more accessible to foreigners we shall help to break down what is really the great barrier to mutual understanding—namely, the linguistic barrier. Peace has its roots in language."

SYDNEY WALTON.

MR. SADLER ON DOMESTIC SCIENCE TEACHING.

THE Vice-Chancellor of Leeds University (Mr. M. E. Sadler) gave an address on Monday, October 14, at the distribution of Diplomas to students of the Yorkshire Training School of Cookery, at the Albert Hall, Leeds. After referring to the high reputation of the Training School and to the work which it had done since its establishment in 1874, he said that, on the side of scientific method, the University had for a long time been closely associated with it through the long-sustained interest and co-operation of Prof. Smithells and Mr. Calam. The trend of educational thought made the practical study of domestic science a factor of increasing importance both in elementary and secondary schools.

The President of the Board of Education had recently referred the subject of practical work in secondary schools to the Consultative Committee for inquiry and report, thereby showing that such studies as the training school fostered were regarded as increasingly important in higher as well as in elementary education. During the next ten years there would probably be a great development of continuation schools, in many of which an important place would be taken by courses in domestic science. The Universities (Leeds and London leading the way) were already co-operating in the work of training teachers of domestic science, and he hoped that scientific research into the values and economic aspects of foodstuffs would have in future a more conspicuous place among the activities of the Universities.

In view of the steady rise in the status of the study of domestic science in national education, the preliminary training of girls who intended to prepare themselves to be teachers of the subject was receiving increased attention. A liberal education, gained by a prolonged course of study in a secondary school, was likely to become indispensable as a preparation for the technical and scientific training through which the intending teachers had to pass. Parents who had this branch of the teaching profession in view for their daughters would be well advised in securing for them the general intellectual training which was given by the full course of a good secondary school. Addressing the students, Mr. Sadler said that they were going to take their place in a great profession now about to organize itself, with the sanction of the State, upon a large plan, and with increasing opportunities of public service.

In conclusion Mr. Sadler said that Leeds was rapidly becoming one of the great centres of English education. Its elementary schools, the special schools, the trade schools, the evening classes, the secondary schools, the Technical School, the School of Art, the Yorkshire Training School of Domestic Economy, the City Training College at Headingley, and the University formed an array of institutions which were recognized throughout the country and by visitors from other lands as one of the distinctive marks of the city. He hoped therefore that the time was not distant when the City Education Committee would be in a position to give further efficiency and distinction to the educational system of Leeds by furnishing the Yorkshire Training School of Domestic Economy with buildings more in consonance with its educational possibilities, and better adjusted to its opportunities of extended service.

REVIEWS AND MINOR NOTICES.

"The Loeb Classical Library." Edited by T. E. PAGE and W. H. D. ROUSE.—(1) *The Apostolic Fathers*. Vol. I. By KIRSOPP LAKE. (2) *The Confessions of St. Augustine*. By W. WATTS. 2 vols. (3) *Euripides*. By A. S. WAY. Vols. I and II. (4) *Philostratus, the Life of Apollonius of Tyana*. By F. C. CONYBEARE. 2 vols. (5) *Propertius*. By H. E. BUTLER. 1 vol. (6) *Terence*. By JOHN SARGEANT. 2 vols. (Each volume 5s. net. Heinemann.)

Mr. James Loeb has undertaken a Herculean labour, beside which "Bohn's Classical Library" sinks into insignificance, and which can only compare with that monument of Bollandist erudition, the "Acta Sanctorum," now in its sixty-third volume. The scheme, if realized, will give us all that is worth preserving of Greek and Latin literature from the Homeric poems to the Fall of Constantinople, and that not in cumbrous folios like the "Acta," but in dainty pocket volumes, text and translation facing each other, appealing equally to the learned and the layman. We may doubt whether one aspiration of the editors will ever be realized—whether the lay reader of these translations will "turn to the page opposite to hear the true sound of those voices of the past" and read in the original the literature "which is the foundation of all modern culture." It is true that there were "Suffragists in Athens and land agitators in Rome"; but we doubt whether a study of the "Ecclesiastusae" or of Pliny's "Letters" would have affected Mr. Lloyd George's politics, and there is as much truth in Bismarck's saying that Russian is quite as difficult as Greek and far more useful as in Gladstone's that ancient culture is the best instrument for the performance of the greatest functions of life. Greek must become more and more an *εγκαλλώπισμα πλούτου*, and there is all the more need for busy men of adequate translations such as are here offered.

The first instalment of ten volumes reveals the most formidable difficulty that confronts the editors. Of the great masterpieces of antiquity we have already excellent versions—versions that will doubtless be superseded, for in translation there is no finality, and each age needs its own interpreter, but the best that this generation can produce. But most of these are copyright, and it is only the failures or partial failures that can be secured for the "Library." In the list of further volumes we are relieved to find no announcement of yet another translation of Homer and Virgil, and we cannot welcome the hundredth version of Horace's "Odes." It is

regrettable, but perhaps unavoidable when the field is so vast, that two scholars should have employed themselves on the "Life of Apollonius" and on a prose version of "Propertius."

One more general remark. We hope that in future volumes the editors will condescend more to enlighten the ignorance of the general reader. If ever a book needed a full introduction it is "The Confessions of St. Augustine." The index to "Propertius," which is much more than an index, gives just the help that is essential for the non-classical reader.

The so-called "Apostolic Fathers" have been often translated, but for theologians they can never lose their interest. They are our sole external evidence for determining the dates of New Testament writings and the main authority for the constitution of the primitive Church. Prof. Lake does not concern himself with either of these aspects, and the name of Bishop Lightfoot is hardly mentioned. As to dates, his conclusions are that Clement I, the third or fourth Bishop of Rome, was probably a slave or freed man of the Flavian family, and wrote in the last decade of the first century, and that Clement II wrote *circa* 150 A.D.; but whether he was a Roman, a Corinthian, or Alexandrian is left an open question. The "Didache" he puts early in the second century, though the "Two Ways," which it embodies, is earlier. But, apart from these questions that to the theologian are fundamental, there is much in the volume to attract the layman. Clement I relates the story of the phoenix in all good faith as a testimony to the resurrection. In Clement II we find the cryptic utterance of Jesus that the millennium would come "when the two shall be one, and the outside as the inside, and the male with the female neither male nor female." The appeal of Ignatius to the Romans not to try to save him from martyrdom is sublimated stoicism: he will wheedle the wild beasts and force them to tear him limb from limb. Even then we see the Pope in embryo. The Romans are bidden to regard their Bishop "even as our Lord Himself," and the Epistle of Barnabas, which was nearly admitted to the canon of the New Testament, beggars the typical interpretations of the Old Testament to be found in Browning's "Christmas Eve." The 118 circumcised members of Abraham's family = IHT, the Greek letters, and prefigure Jesus on the Cross. The interpretation of the tabooed animals of Leviticus has to be conveyed under the decent veil of Latin.

We have not been able to consult the Rev. E. Berwick's version of 1811, and may take Prof. Phillimore's* word for it as utterly untrustworthy, but have compared pretty carefully the two simultaneous versions, and our judgment is that, while both are trustworthy, Prof. Phillimore's is the more racy and readable. The following parallels are taken from the opening pages:—

C.—The life of A. of T.

C.—For that he would not stain the altars with blood nay, rather the honey-cake and frankincense and the hymn of praise; these, they say, were the offerings made to the gods by this man.

C.—The swans set up a dance around her.

C.—[Young eagles] as soon as they are able to rise in the air outsoar the parent birds, especially when they perceive the latter to be greedy and to be flying along the ground in order to snuff the quarry.

Ph.—The honour of A. of T.

Ph.—"Make not your altars bloody," he would say. A honey-cake, an incense of gums, a chanting of psalms—such were the offerings that this man rendered to the gods.

Ph.—Formed themselves in a choir around her.

Ph.—Outfly the old birds, especially if they observe in them a lickerish appetite and an inclination for low, earthly flutterings around savoury fleshpots.

On page 6 we think Mr. Conybeare is right in making Plato's own doctrines the rough sketch and what he learnt in Egypt the added colour, not *vice versa*; and "Founder's kin," "the Goat's rivers," are not improvements on "the first settlers," "Aegospotami."

We have chosen for comment the two least familiar of the

authors translated. Mr. Way's version of Euripides is already well known. In brilliance he cannot compete with Prof. Murray, but he takes fewer liberties with the text. Prof. H. E. Butler's "Propertius" is as good as prose version can be. Nothing but verse could do justice to the final elegy, but we may quote as a model prose rendering the concluding lines:

My pleading is accomplished; rise, ye my witnesses that weep my loss, and wait Earth's kindly sentence that shall give the reward my life hath earned. Even heaven hath unbarred its gates to virtue; may my merit win its guerdon and my ashes be borne to dwell with my glorious ancestors!

Mr. Sargeant's "Terence" we must reserve for future notice.

(1) *History of English Literature from "Beowulf" to Swinburne*. By ANDREW LANG. (6s. Longmans.)

(2) *A First Sketch of English Literature*. By Prof. HENRY MORLEY. New and enlarged edition with a Supplement bringing the work down to the deaths of Swinburne and Meredith. (7s. 6d. net. Cassell.)

It is not easy to treat with perfect candour the work of an author so recently departed, and reviewers who received the book almost on the day of his death followed perforce the Latin adage, as it is vulgarly interpreted, and said nothing but good of the dead. Fortunately this could be done without any *suppressio veri* or straining of conscience; the merits were so many and conspicuous and the flaws so few and venial. The interval that has elapsed since his death, though it has not lessened our regret for the loss of our most accomplished man of letters, permits us to criticize his latest work with the freedom and outspokenness that he himself would have desired.

We have coupled with it what may well serve as a standard of comparison, a History of Literature of established fame, that reached us almost simultaneously. The Supplement brings it up to date and we naturally turned to the notice of Andrew Lang:—"A voluminous and versatile writer who has distinguished himself as translator of Homer, as historian of Scotland, as an editor of fairy tales, as an authority on totems, as a biographer and a critic."

In the limited space it would not be easy to improve on this, but suppose the tables turned—Andrew Lang writing on Henry Morley—we should have had some personal note, some touch of colour, been told that he devilled for Dickens, was an Extension Lecturer and lectured without a note, or that he was the antipodes of his namesake Lord Morley.

We may select for comparison, somewhat *ad aperturam libri*, Donne, a literary Dr. Jekyll and Mr. Hyde, fully treated in both Histories. A précis of Mr. Lang's account would run thus:—"Donne, John: an unreadable poet with an astounding but perverted wit; in youth a Lothario whose amatory poems combine all the vices of Horace, Martial, and Byron; a cleric who took orders to please the King and help his own poor estate; and whose late repentance, though sincere, only half redeems his fame." Thus reduced to a skeleton the account seems a gross caricature, but as clothed by Mr. Lang we may indeed complain that it is a very partial portrait, but we cannot help admiring the art and skill of a literary Sargeant. Of the two Anniversary Poems we read: "There seemed reason to fear that Donne would celebrate Miss Drury, whom he had never seen, once a year while his life endured." We learn that Donne condemned angling as a cruel sport and that he was a telepathist, though his claim to the title is not allowed by Psychical Research. "Happily his metaphysical style did not affect Lovelace and Herrick." How it affected Francis Thompson (not included) would be more to the point. The capping instance of his badness as a versifier is the rime of "yet" and "spirit," but we need the context to determine the heinousness of the offence. Did not Tennyson in a mature poem make "hair" rime with "her"? So what is allowed to be a good line "the pure and innocent face Spoke in her cheeks" is marred by a misprint ("on" for "in") and by not completing the second line "and so distinctly wrought That one might almost say her body thought." Sir John More, Lieutenant of the

* "Philostratus in honour of Apollonius of Tyana." Translated by J. S. Phillimore. 2 vols. (7s. net. Clarendon Press.)

Tower, should be "Sir George." These are slight flaws and only show that the book had not received the author's final revision. On the very next page we find

that horrid one

Beginning *ardebat formosum pastor Corydon*—

a line that Byron, lax metricist as he was, could never have perpetrated. That Donne was Dean of St. Paul's and the most famous preacher of his day is not thought worthy of mention. It would be tedious to pursue the parallel. Suffice it to say that Morley gives a more impartial but colourless account of the metaphysical divine and poet, softening the shadows and bringing out the high lights.

Mr. Lang warns us in his Preface not to look for an encyclopædia, and, as in an up-to-date school map, we may count it to him for righteousness that the number of names is reduced. His list of authors does not reach five hundred. Under A, in Morley, we find Lord Acton, Ainger, Akenside, Alison, Allingham, Aneurin, Anselm, Arnold (Sir Edwin and Thomas), T. Ashe, besides many minor authors, all absent from Lang. We doubt whether Mr. Edmunds, whose Supplement is as sound and scholarly as the body of the work, was well advised in including living authors. The two works are, in fact, disparate, and, as we should advise a student of history to read Green's "History of the English People" (here pronounced "acro-cornithian") and supplement it with Franck Bright, so would we have him use Lang and Morley.

We chose for a special purpose the account of Donne, but it would be most unfair to take this as a sample of Mr. Lang's work. Whenever Mr. Lang's sympathies are engaged he is inimitable, and has the rare gift of inspiring the enthusiasm that he himself feels. So it is with Dr. Johnson, with Fielding, with Jane Austen, and, above all, with his beloved Sir Walter Scott. Macaulay in a casual *boutade* abused his hero, and Mr. Lang shows that he too can "dust the varlet's jacket."

We have often had occasion to complain that in English histories literature is ignored, and Mr. Lang is likewise open to the charge of disregarding literature, if not history, the philosophy of history, and with it all philosophy and science. Of recent historians, "Hallam is the one who will last best." Seeley, Maine, and Maitland are not mentioned. Prescott and Motley have four pages between them, while Darwin, Huxley, and Herbert Spencer are polished off in less than half a page. Dr. Arnold was something more than the father of Matthew, and "Ouida" and Miss Braddon might well step aside for Blake and Clough. For a second edition, which is sure to be shortly required, we might add to the errata that the quotation on page 585 is not from Tacitus, but an incorrect version of an epitaph by Shenstone; that Johnson's biographer was James, not Alexander, Boswell; that Wordsworth's college at Cambridge was St. John's, not Trinity.

In the last words of the Preface we have "a dying fall": "Through much reading and writing they that look out of window are darkened, and errors come"; but the light of genius shines clear to the end.

The Outlines of Educational Psychology. By WILLIAM HENRY PYLE, Ph.D. (1 dol. 25 c. Baltimore: Warwick & York.)

One is surprised at the first sentence in the preface: "The fact that we have had no general textbook in educational psychology has led to the preparation of this book." On this side of the Atlantic it cannot be said that such books are lacking, and Prof. Welton's excellent work, that preceded the present volume by some seven months, rather marks the end of the period during which a general textbook on this subject was necessary. Future writers, we expect, will be called upon to confine themselves to the working up of some special department. Perhaps we cannot blame Dr. Pyle for not referring to Prof. Welton's "Psychology of Education"—there was hardly time—but it is disconcerting to find that Instincts are fully treated in this volume, yet the long list of references at the end of the chapter includes no mention of Dr. McDougall's work. Similarly, Suggestion and Contrariance are

treated with no reference to Mr. Keatinge, who has made this subject peculiarly his own. If Americans expect to be read on this side, they should treat the field of English-writing people as one.

In itself the book amply justifies its claim to a place among the textbooks. The selection of subjects is quite different from that of the older type of book. After treating of Body and Mind and Heredity, the author proceeds to deal at some length with Instincts, classing them in different chapters as individualistic, social, environmental, and adaptive, the last including play and imitation. Habit gets three chapters, including its relation to moral training. Memory and Attention get a chapter each, and a short section on Fatigue ends the volume. Anyone who wishes to get the full benefit of the book should have a good teacher to fall back upon. In itself the text is not difficult, though it is deliberately written as an outline to be elaborated by teacher and students. Condensed as it is, the text reads well and is quite clear (though in his second edition Dr. Pyle, in the interests of his less fortunate readers, should expand his treatment of the four types on page 228). It is in the treatment of the exercises that the great difficulty will be found. After the fashion of the more recent American textbooks on this subject, each chapter is followed by a set of questions as well as by a full set of references for further reading. The references to American authors seem very good, and if French and German writers are poorly represented that is probably because the ordinary student cannot be expected to give the time that such references would imply.

It is the questions, however, that concern the teacher most. Of these there are between twenty and thirty at the end of each chapter. They are of very unequal interest and value, but this is not only unavoidable but actually an advantage to the practical teacher, who knows only too well that he needs all sorts of questions to meet the needs of a large class. There is a grim sort of retaliation implied in the author's note that "the questions, for the most part, are selected from those asked by my students when the matter of this book was presented to them in class." This probably accounts for the fact that so many of them are unanswerable. Here, again, we must not be understood to be raising an objection; what is wanted is to stir the students to thought, and many of these insoluble problems are very well suited to this end. Very frequently nothing more is involved than a bit of introspective work so arranged that it can be tested. Occasionally the question becomes very intimate, as in "Did you ever want to kill anybody? Did you ever plan to do so?" In such cases we suspect that the main value of the exercise will be the subjective effect; but this effect is in itself very valuable. Many of the questions are quite elaborate, but when this is the case they are broken up into sections, so that even the duller students may benefit by them.

The questions certainly form the most original part of the book, which is only what is to be expected when we are dealing with a volume intended to be put into the hands of students; yet even in the exposition of the subject the author is individual. It will be noticed that in the subjects treated there is no mention of what bulks so largely in most textbooks, the Will. Somewhere between Habit and Attention the Will has disappeared. There is no Ego at the beginning of the book, and no Will at the end. Dr. Pyle does not proclaim himself either as a materialist or a determinist; but in his treatment of Attention it is quite plain that he adopts as a working hypothesis the determinist position. If Attention is "only the clearness aspect of conscious processes," there is no room for subjective control. Dr. Pyle makes it quite clear that he understands the crudeness of speaking about Attention as the work of some sort of arbiter that seizes certain conscious processes and lets others go; but he makes the frank statement, "We can, however, now, since we know what we mean, continue to use the language of everyday life and say that we attend to this or that." Whether we will or not, we are all driven back to this practice, though we are not all so honest as Dr. Pyle in admitting it. Sooner or later "the arbiter" is assumed, once at least, to get over an other-

wise impassable gulf. Munsterberg's "subjective control" begs the arbiter when it is described as "taking the control of our destiny out of the hands of a changing environment and putting it within ourselves." With this begging of the question every honest educator must have a good deal of sympathy. Why should he be called upon to settle the most fundamental problem in philosophy before he can begin his work? With this view Dr. Pyle appears himself to agree, for at an earlier stage, in dealing with Consciousness, he says: "We need not concern ourselves in this book with the metaphysical question whether Consciousness is a causal element in the physical series. This makes no difference to education." Here we at least are willing to follow our author, and, since "the arbiter" thrusts himself to the front every time the determinist tries to describe the problem of control, we may claim that here too it "makes no difference to education."

Military Architecture in England during the Middle Ages. By A. HAMILTON THOMPSON. (7s. 6d. net. Oxford University Press.)

This book may be heartily recommended to all who take an interest in the past. Those who regard castles only as picturesque ruins will find in it a large number of admirable photographs which make it worth having as a mere picture-book; and these are supplemented by sketches and plans, mainly the work of the author, but also borrowed from Clark, Viollet-le-Duc, and other sources. Those who care to study the letterpress closely will find themselves well rewarded. It requires some effort, for the information in it is closely packed, but it is very well arranged. The author's object is not to describe individual castles one after another, but to explain and illustrate the development of castle-building in England. He deals with the subject in its historical connexion, and as each new feature presents itself his store of knowledge enables him to give apt examples from many different places. He has added a bibliography which contains a long list of special monographs.

On the vexed question of the Saxon *burh*, Mr. Thompson does not follow Mr. G. T. Clark in identifying it with the Norman castle. He finds the weight of evidence entirely on the side of Mrs. Armitage and other recent investigators who have challenged that theory. He quotes from Domesday the expression "Burgum circa castellum," showing that they were not two names for the same thing. His general conclusions are: (1) The castle was a foreign importation into England, of the period of the Norman conquest. (2) It consisted, in its simplest form, of a moated mount or *motte*, with a bailey or base-court attached. (3) Its earliest fortifications were entirely of timber, save in rare instances. Such mounts are pictured in the Bayeux tapestry, finished or in course of construction (Hastings). Symbolizing the dominion of the feudal lord, they came to bear the name *domgio*, which became in French, *donjon*, and in English, "dungeon." Though the majority were of wood at first, there were exceptions; several English castles, e.g., London and Colchester, have stonework of the period of the Conquest.

A chapter is devoted to the progress of attack and defence, which reacts so much on the art of fortification, and the references to contemporary chronicles will be found useful. The Crusades had a marked effect both on siegecraft and on castle building, for the methods of the East were far in advance of those of the West. Similarly, France was in advance of England. The Edwardian castles in Wales, fine examples as they are, fall short of Carcassonne and Coucy. The development of the castle was checked by the advent of gunpowder, and in the fifteenth century its powers of resistance began to be secondary to its convenience as a residence. Tattershall, of which we have heard so much lately, is an example of this period, and so is Hurstmonceux:—

An unrivalled opportunity for studying the progress of the castle in England is provided by a comparison of Hurstmonceux with its neighbours at Pevensey and Bodiam. Pevensey, taking us back, in its outer circuit, to the Roman era, is, so far as the actual castle area is concerned, a Norman mount-and-bailey stronghold, with stone fortifications chiefly of the thirteenth century. Bodiam represents one of the

last and highest efforts of perfected castle building in England. Hurstmonceux is a house designed for ease and comfort, but keeping something of the outer semblance of the stronghold of an English landowner.

There is an index of places and persons and an index of subjects, and the book is creditable to the publishers and to Mr. Francis Bond, the editor of the series of which it forms part, as well as to the author.

The Early Naturalists, their Lives and Work. By L. C. MIALL. (10s. net. Macmillan.)

"Strenua nos exercet inertia" is, or should be, Prof. Miall's motto. Since retiring from the active work of teaching he has busied himself with the old naturalists, and now gives us the cream of his researches. Endless musty tomes in medieval Latin and black-letter German must have been ransacked to produce this volume in which there is not a trace of pedantry or a dull page. The secret of success is that Prof. Miall writes of what he knows and sows with the hand, not with the sack. Insects and plants have the foremost place, for the double reason that these are the subjects in which the author is most interested and that zoology and botany were the first in point of time of the Natural Sciences. The study of the bee is a romance, and we can here trace each step of advance from Aristotle to Hübner. Even more remarkable and instructive is the account of the wild guesses, the rash generalizations and faulty observations by which in the end the secret of the fertilization of flowers was discovered, a secret that any intelligent child of to-day thinks he could have discovered for himself. Incidentally we learn that to Galileo must be ascribed the invention of the microscope as an instrument of research, though Roger Bacon can claim to have discovered convergent lenses.

Open where we will we find some interesting fact. Thus, every schoolboy knows that "fuchsia" is named after Fuchs, but how many of us know who Fuchs was or who gave his name to the flower? Most of us in our day have converted Réaumur into Fahrenheit, but few of us could account for the eighty degrees between freezing and boiling point. As a sample of the style, and for its intrinsic worth, we will quote one generalization:

The maxim which should guide our work is not *from the simple to the complex*, nor yet, as some philosophers have taught, *from the more needful to the less needful*, but *from the known to the unknown*—from truths either discovered by steady effort or stumbled on by accident to new truths springing out of past acquisitions and verified by observation and experiment. Biologists, like other scientific discoverers, have a rugged peak to climb, and are often urged to try this or that infallible method—of Bacon, Descartes, or Comte—a method which generally turns out to be either misleading or impracticable. There is but one way—to wriggle up as you can. . . . It is a great thing to possess natural aptitude for the work, a great thing too to be obstinately bent on getting to the top, but the successful climber often owes much to good luck wisely turned to account.

Among my Books. By FREDERIC HARRISON. (7s. 6d. net. Macmillan.)

This is a wonderful book for an octogenarian to have written. It shows no falling off in verve, vigour, or versatility. Except that the matter reveals three-score years' and more of reading and study, we might mistake it for the work of a youthful enthusiast in letters. In spite of the identity of title, it has little in common with Lowell's essays. Mr. Lowell, though we knew him chiefly as the Ambassador and the humorist, never quite succeeded in divesting himself of the professional gown, and he lectures to us on his books. Mr. Harrison, though he has played many other parts, is essentially the *littérateur*. He chats to us from his arm-chair, tells us what he likes and what he dislikes, and has no fear of the academic Mrs. Grundy. The one thing he cannot stand is pedantry, and, so long as a writer has something to say and says it plainly and effectively, he can read with no less relish the "Confessions of Rousseau" than the "Confessions of St. Augustine," can turn from the "Divina Commedia" to "Tom Jones."

When conversing on Greek literature he is at his best, and he might well have taken for his motto the sentence of Goethe that Herr Loeb has prefixed to his "Classical Library": "Study Shakespeare, study Molière, but, above all and before all, study the ancient Greeks." To Mr. Harrison Aeschylus is the greatest of tragedians, "Oedipus Rex" the greatest tragedy in the world, and Aristophanes the prince of comedians. The two articles on Homer are a real contribution by an amateur and clear away many learned cobwebs.

When he turns to modern literature, he writes with equal charm—tells us, for instance, the editions that he uses and how he came by them; but here he shows some prejudices and limitations. It would be easy to pick out dicta that Matthew Arnold would have pronounced *saugrenus*. Byron is enthroned beside Wordsworth, Shelley, and Keats, and Manfred is "a Dantesque vision of 'Man and Destiny,' which lifts it above any similar poem of the nineteenth century." "Goldsmith was a poor creature, and so were Sterne and Lamb and De Quincey" (the italics are ours). "The intolerable cacophony of Meredith disbars his claim to be a poet." Swinburne's verse is "a tarantula of alliteration, assonance, consonance, and artful concatenation of words." "In Memoriam" is "local, insular, and academic."

Such *obiter dicta* lend some colour to the charge of Early Victorianism that Mr. Harrison foresees will be brought against him by up-to-date critics, and they do show that he is not in touch with the latest developments of literature; but these limitations matter little when, both by precept and example, he sends us back with renewed gusto to the best books.

Education and Citizenship in India. By LEONARD ALSTON. Director of Non-Collegiate Students in Economics and History, Cambridge, formerly temporary Professor at Elphinstone College, Bombay, Litt.D., Trinity College, Melbourne. (4s. 6d. net. Longmans.)

Dr. Alston appears to have written this volume as a dissertation on a subject propounded for the Maitland Prize, Cambridge, 1909—"the teaching of experience in India on the question how far secular education can foster a sense of duty." The question has a most plausible appearance, but it is none the less a foolish one, and it is not surprising that Dr. Alston himself acknowledges that it "can hardly be said to have received an answer in this volume." If it be true that Western observers are hopelessly unable to understand the mental attitude of the Indians, or that the Indian notion of ethics is quite different from the Western notion, the inquiry seems futile; and if it be several degrees from the truth, yet the wretched inadequacy of secular education in India affords a very limited basis of observation—observation in any case grievously deflected by preconceptions and prejudices of the observer. Dr. Alston in fact fills his thesis with multifarious quotations from all sorts of observers, without critical discrimination of time or circumstances. Like the haggis, it is "fine confused feeding"; but, unlike the haggis, it is not very nourishing. Dr. Alston has much to say about education and religion, but what is the point of it all? One wants to get hold of solid facts and to get down to the bedrock of principle; till that be done, opinions are all in the air. Of course Dr. Alston discusses the question of the connexion of education with political unrest, and he writes with manifest fairness about the National Congress; but, as one opinion is as good as another, there is no solid conclusion. When he quotes the diatribes of General Chesney, he misses a great opportunity in neglecting the crushing answer of the late ex-Chief Justice of Calcutta, Sir Richard Garth. However, the very tangle of opinions may stimulate readers to attempt a disentanglement. For the question of education is now forced to the front in Indian politics, and it can no longer rest in the pitiful position that it now occupies. It will be difficult to sustain the thesis that education is, or can be, detrimental to the sense of duty.

Textbook of the Principles of Physics. By ALFRED DANIELL. (17s. net. Macmillan.)

It is a pleasure to welcome a new and revised edition of this deservedly popular work. The progress of physics during the past decade has been so rapid, the discoveries of such fundamental importance, and the conception of matter so revolutionized, that one is apt to forget the solid basis of fact and be lost in the vague mists of speculation. In this book a connected account of the leading principles of modern physical science is placed before the reader. The advantage of a uniform notation throughout is an

obvious one, for the relations of the most diverse physical quantities to the underlying foundation of matter and energy are given in this way a significance which cannot fail to impress the student with the essential unity of the subject. In a supplementary chapter the work of recent years on radioactivity and the electronic theory of matter is briefly reviewed. The new facts do not altogether subvert the older concepts of science; they rather supplement them. We realize to-day more than ever that the atom is no figment of the imagination, no mere working model utilized as an aid to thought, but that it exists as a complicated structure, the storehouse of an immense supply of energy. The properties of matter in bulk remain untouched; the difference lies in our interpretation, which has become more microscopic. With the aid of the electron it is possible to give a simple explanation of the phenomena of radioactivity, of the conduction of electricity in matter, of magnetism, and of optics. But still there are difficulties. Gravitation continues to provide an insoluble problem. Moreover, a great controversy has arisen around the question of the nature and even of the existence of the ether. With a discussion on these fascinating subjects, which probe into the very heart of the philosophy of being, the book concludes. A useful summary of dimensions and nomenclature is appended, together with a bibliography, in which the most notable books and periodicals are listed. As a college textbook this volume is to be heartily recommended. It was primarily designed to meet the requirements of medical students, but this restriction is now quite unnecessary. The needs of all students of physical science are amply provided for.

Personal and Party Government. By D. A. WINSTANLEY. M.A., Fellow and Lecturer of Trinity College, Cambridge. (4s. 6d. net. Cambridge University Press.)

Mr. Winstanley writes "a chapter in the political history of the early years of the reign of George III, 1760-1766," narrating the essentials of the struggle between the Crown and the Whig party from the accession of George III to the downfall of the first Rockingham administration. There is no intention of setting forth the complete history of the period; the object is to disengage the particular contest from the tangled and involved course of events. Mr. Winstanley is generous enough to acknowledge that both George and his opponents were free from selfish and ignoble motives—a generosity that might well receive some qualification, but, if an error, an error on the safer side. The detailed course of the struggle, though rather tiresome and not always interesting, is constitutionally important; and Mr. Winstanley has worked it out with extreme care and fairness from the Newcastle, Hardwicke, and Bute papers in the British Museum, and indeed from all the accessible documents. "When all reservations have been made," he concludes, "it remains true that Pitt, by refusing to throw in his lot with the Whigs at the critical moment of their fortunes, did not a little to gain for the King the authority which he was so grossly to misuse." He justifies a high opinion of Newcastle's political insight: "the disastrous events of the years which elapsed between the fall of Rockingham and the fall of North were to show that Newcastle was right and Pitt was wrong." The monograph will be a very valuable companion to the general history during the six important years it covers.

Dictionary of German and English, English and German.

By MAX BELLOW. (6s. net. Longmans.)

Bellows came as "a boon and a blessing to men," and will long survive the pens of the advertisement. We cannot anticipate the same fortune for Bellows's German dictionary, even if the promised pocket edition, to match the French, is produced. In German the words common to the two languages—that is to say, identical in spelling—are so few that we see no advantage in printing the two parts concurrently on the same page. Words like "mammon," "onyx," "opal" are so rare that there is no saving of space; and common words, in the wider sense, like *gut*, "good," *schwimmen*, "swim," appear on different pages. We hope this arrangement will be abandoned. New features to be commended are—the indication of genders by different types and of declensions and conjugations by reference to the introductory Accidence (this, though claimed as copyright, is to be found in Sachs), and lastly, the inclusion of many new technical terms and expressions. "Suffragist" and "suffragette" should be included. "Hackberry" is given as "eine Art Zürgelbaum," but the latter word is not recognized, nor is the common English name, "bird-cherry." We cannot oblige the editor with any misprints.

A History of the British Constitution. By J. HOWARD B. MASTERMAN, sometime Professor of History in the University of Birmingham. (2s. 6d. net. Macmillan.)

Mr. Masterman's familiarity with the best and the latest authorities may be traced not merely in his general handling of his subject, but in the very language of his text. He selects the main features, and presents them pointedly. Yet, as so often happens, one cannot

but feel that his work is rather an excellent summary for those that already know the outlines than a book of instruction for those that do not. It is so difficult for the scholar to place himself at the point of view of the pupil, who must go elsewhere for much that is implied or left unexplained. The space is narrow, and Mr. Masterman hopes that readers will be led to a more detailed study in the books he recommends; and it may be unreasonable to expect more for half-a-crown. Mr. Masterman is discreet in his comments on present constitutional conditions and tendencies. His remarks on the anticipated Second Chamber reform are not profound; and he is not free from ecclesiastical bias. He may be quite sure that, if "the successful working of the Parliamentary system depends greatly on the informal intercourse of members in the lobby and the smoking room," there will be no difficulty whatever in maintaining "this kind of camaraderie" in a mixed assembly. The little book forms a scholarly, instructive, and interesting introduction to the large and complicated subject.

Scripture Teaching in Secondary Schools. Papers read at a Conference held in Cambridge, April 1912. Edited by N. P. WOOD, with a Preface by F. C. BURKITT. (1s. 6d. net. Cambridge University Press.)

We gave in our May number a fairly full report of this Conference, but the authorized text of the papers read is well worth printing in full, and it is enriched by useful bibliographies and copious references to standard works. We welcome, too, Prof. Burkitt's preface, with its glowing testimony to Edward Bowen's power as a teacher of the Bible. The speakers, we are informed, were chosen without distinction of denominational creed, but they may fairly be described as representing the Left Centre. Of the eleven, seven were clergymen of the Church of England. The thanks of all teachers are due to Mr. Cradock-Watson, who organized the Conference, and we are glad to see the announcement that it will meet again next year. We hope that the Left will then be represented. In the first paper we are told that to put Mr. J. M. Thompson's book, or the substance of the book, into the hands of boys would be little short of a crime, and there was no one to take up the challenge, nor is any such book (Mr. Montefiore's admirable Old Testament, for instance) mentioned in the bibliography.

A Modern English Grammar. By J. HUBSCHER, Ph.D., and H. H. C. FRAMPTON, M.A. (4 fr. Lausanne: Payot.)

This is more and less than the title promises. It is a conversation book and reader as well as a grammar, and the grammar is framed for foreign (presumably French) readers. In England we have more than one French grammar written in French, but, as far as we are aware, there has been nothing similar in France. The dual authorship is warrant that the English is correct and idiomatic. It is a defect that there is no direct reference to the difference of French and English idioms and that the pupil is left to discover them for himself from the examples. Thus, in the third lesson, we find "What are we doing? We are working," long before there has been any mention of a continuous present.

The Psalter of the Church. The Prayer Book Version of the Psalms with Introduction and Marginal Notes. By JAMES G. CARLETON, D.D. (Pp. xxx, 280. 4s. net. Cambridge University Press.)

"This Handbook of the Prayer Book Psalter," the author explains, "is designed to meet the case of the many Church people who would welcome help—if given in a concise and easily apprehended form—towards a better understanding of the Psalms, but for whom the study of elaborate and diffuse commentaries is out of the question." Each Psalm is given in the Prayer Book Version, with brief marginal comments and explanations; where corrections in translation are required the R.V., or R.V. margin, is cited. The use of the Psalms for ordinary and special days is noted (including the use of the American Church). A short general introduction (including some tables) completes a useful volume. The mystical interpretation of the Psalms is often referred to as well as their use in the New Testament. A brief indication of modern methods of interpreting the Psalms historically would have made the volume more valuable.

Le Juif Polonais. Par ERCKMANN-CHATRIAN. Edited by C. MANLEY. (1s. Heath.)

It may be a surprise to some readers to find in "Le Juif Polonais" the original of Henry Irving's famous "Bells," so familiar to English audiences of the seventies and eighties. For dramatic representation of a tortured conscience the play is hard to surpass, and the natural style of the dialogue and the charm of the local colour serve to enhance the effect of the tragedy. Mr. Manley's preface contains both biography and criticism, the latter partly compiled from quotations from reviews. There are brief English notes, and the inevitable French-English vocabulary, which, however, omits

words that are absolutely identical in the two languages. We rather question the suitability of this play as a school book except for the highest forms, and we cannot help feeling that these would enjoy their reading more without the interruption of the 1, 2, 3, &c., which point them to the notes at frequent intervals.

Puritanism and Liberty (1603-1660). Compiled by KENNETH BELL. (G. Bell. 1s.)

The use of original sources to illustrate history is increasing amongst teachers, and this latest addition to Bell's series of source-books is a good example of the kind of volume which is being produced to meet the demand. Letters, memoirs, statutes, official documents, speeches have been all freely drawn upon. We should have liked more extracts from the speeches and letters of prominent men, and some teachers will certainly think that some of the space given to official papers, such as the Petition of Right, might have been better occupied by matter which would bring the pupils into closer contact with Hampden, to take one instance; but, on the whole, the selection is well done, and the extracts such as will add flesh and blood to the dry-bones of a textbook.

Primary German Course. By O. SIEPMANN. (Macmillan.)

This volume follows the method of Mr. Siepmann's other language books—a method which is too well known to need description. It is intended for pupils who begin German at twelve and thirteen, and for whom the "Public-school German Primer" is a little too heavy. The matter of the reading lessons has the merit of being rather more lively and interesting than it is in many books of this kind, and a noticeable feature is the frequent repetition of the same vocabulary in the earlier exercises. The author still adheres to detached sentences as a composition exercise. We doubt the desirability of much of this kind of work, and should have liked more exercises of the "New Method" type. But we would not exclude the continuous passages for translation into German.

French Self-Taught. Thimm's System. Enlarged Edition, revised by J. LAFFITTE. (Wrapper, 2s. 6d.; cloth, 3s. 6d. Marlborough.)

French pronunciation, we hold, cannot be taught by the book, and the transliteration, which here occupies so large a space, is, we fear, labour lost. *L* is not "as in English"; the *o* of *pomme* is not "pum," like *u* in "dull"; and *colère* should, at any rate, be *co-lair*, "col-air." On the other hand, the vocabularies will be found most useful, including, as they do, cycling, motoring, type-writing, photography, law, and commerce, and much else that is neglected in most conversation books. Syntax is hardly touched, but the conjugation of verbs is thoroughly drilled in; and there is a key to the exercises.

The Science of Etymology. By the Rev. WALTER W. SKEAT. (4s. 6d. net. Clarendon Press.)

Yet another among the books reviewed this month the publication of which preceded by only a few days the author's death. Of Prof. Skeat's work as a philologist we speak elsewhere, and here need only say that his last production shows no sign of age or decay. Like Browning's grammarian, he pursued his life's task to the very end. In spite of the similarity of title, the book has little in common with Max Müller's "Science of Language." It is all applied science, and there is no attempt at theory or discussion of first principles; in fact, the author disclaims having advanced anything that is new. What he has here done is to collect and rearrange materials collected by other philologists. This does not mean that Prof. Skeat was a mere compiler. He sank no new shafts, but he gives here samples of the nuggets he has himself found (e.g., the derivation of "Carfax" and "cark"), and still more specimens of the base coins that he has nailed to the counter. To profit by the book the reader must be acquainted with the author's "Principles" and his "Primer of Etymology"; and the chapters on Lithuanian and Slavonic, Armenian, Albanian, and Persian appeal only to specialists. The full index makes it an invaluable book of reference.

Selections from Ovid's "Heroides." Edited by L. W. P. LEWIS and C. H. BROADBENT. (2s. E. Arnold.)

We have here seven of the letters somewhat abbreviated. To each there is a short introduction giving the story and a running précis of the text. The notes are brief, but pass over no difficulty, and there is a vocabulary. This may seem excessive help, but it is not more than is wanted for a first reader in Latin verse.

French Composition. By F. GUILLIOT and H. PROIX. (2s. 6d. net. Ralph, Holland.)

This manual by two Paris professors has many qualities to recommend it. It is in two parts, of which the first may be called a grammar *ad hoc*. Rules are brief, and the merit lies in the application—the well chosen examples and exercises. The second and more valuable part consists of short passages for translation

taken from a variety of authors and in various styles, but all of them such as will interest the pupil. Very full assistance is given in foot-notes—far too full, we should say, for use as a class-book. Our experience of such books is that, unless the pupil is set the passage a second time without the notes to guide him, taught to swim without the corks, he does not learn the art of swimming.

The Circling Year. By W. PERCIVAL WESTELL. With 36 Coloured Plates, &c., by C. F. NEWELL. (6s. Nelson.)

The late Dr. Verrall, in one of his daring paradoxes, classified the "Odes" of Horace under the four seasons, and compilers of natural history for the young have of late inclined to the same method. There is much to be said for the skilful guide who takes the child by the hand and shows him month by month what he may see in his walks abroad if only he is directed where to look. But, thus started, he must be taught to observe for himself and draw his own inferences, and this is where Prof. Miall is pre-eminent. Mr. Westell knows his subject well and has the gift of easy exposition, but he does not to the same degree excite curiosity. The coloured plates are good, especially the flowers; the birds are somewhat too highly coloured.

Wild Flowers as they Grow. By H. ESSENHIGH CORKE. With Descriptive Text by G. CLARKE NUTTALL. Fourth Series. (5s. net. Cassell.)

We have already more than once called attention to this series as one of the triumphs of photography in colours, and need only say that the twenty-five flowers of the present volume are equally successful examples of an art "which in its piedness shares with great creating Nature." Nothing could be truer in form and colour than the fritillary and bird's-nest orchis or more beautiful than the hedge convolvulus and white water-lilies. Art is justly given precedence to science; but Mr. Nuttall's text, with the careful dissections of the flowers, make the volume not only a thing of beauty, but a capital first lesson in botany.

Scenes from European History. By G. BURRELL SMITH. (2s. 6d. E. Arnold.)

This book by the Senior Master of the Royal Naval College, Osborne, is the result of experiments in English History teaching intended to give pupils some notion of contemporary European history. Twenty of the most decisive movements—monasticism, the Papal power, the rise of Prussia, the liberation of Italy, for instance—are sketched in outline, mostly under the heading of some great name—St. Benedict, Hildebrand, Frederick the Great, Bismarck—and in the summary at the end they are connected with contemporary English history. The scheme is well carried out and will be welcomed by teachers of English history who are not prepared to reduce their scant allowance of time by introducing a separate course of general history.

"Blackie's English Texts." Edited by W. H. D. ROUSE.—*Clarendon: Cavalier and Roundhead.* (6d.)

We have here seven chapters from Clarendon's "History of the Rebellion," the longest and most interesting being the imprisonment and trial of the King. Teachers will be glad to have in so convenient a form an original document, and there could be no better exercise than the discovery and correction of Clarendon's *ex parte* statements.

Historical Lyrics and Ballads. Book II: *After 1485.* Selected and edited by S. E. WINBOLT. (6d. Blackie.)

Mr. Winbolt has, like Lucretius, pursued the untrodden paths of the Muses and given us some broadsides that have never before appeared in an anthology. King Charles's lines written in captivity are worth including, but we cannot say the same of the Papist doggerel on Thomas Cromwell or the seventeenth-century ballad on the Spanish Armada, which *metri gratia* doubts whether the defeat was in May or September. The glossary, as we noticed in Book I, might have been fuller. Even Macaulay's schoolboy will not know the meaning of "rombelow" and "ferlie."

The Log of the Blue Dragon II: In Orkney and Shetland. Written by various hands and now set forth by C. C. LYNAM, Owner and Skipper. (5s. net. Sidgwick & Jackson.)

All who sailed with Skipper Lynam in "Blue Dragon I," will gladly accompany him on a second cruise. A ship's log is at best but the raw material for literature, but a log written by a schoolmaster, a publisher, a poet, an artist, a photographer, and a humorist (as in a Greek play one actor takes several parts) is unique, and the veriest landlubber cannot fail to be interested in the adventures of a small yacht (it measured only 43 by 10 ft. extreme length and breadth) while exploring the Ultima Thule. The yachtsman who cares to follow in the track will find "The Log" an invaluable *vade mecum*. We look forward to the completion of the trilogy in "The Blue Dragon's Dash for the North Pole."

Spinoza: his Life and Philosophy. By Sir FREDERICK POLLOCK. (5s. net. Duckworth.)

This is now a standard work on the subject. It appeared in 1880, went into a second edition in 1899, and now appears in the "Crown Library" with a couple of pages of addenda and corrigenda. These bring the reader into touch with the notable additions that have been made to Spinoza literature and criticism in the last twelve years. It is interesting to note that no further light has been thrown upon the vexed question of Spinoza's view of individuality in a future life. For the general reader there is no better exposition than this. The publishers deserve well of the public in making it more accessible.

Divorce and Morality. By C. S. BREMNER. With a Preface by Sir A. CONAN DOYLE. (1s. net. F. Palmer.)

This small volume gives a résumé of the history of divorce, beginning with the law of Imperial Rome, and a digest of the contemporary law in the chief countries of the world and statistics of its operation. Its main thesis is that the Catholic theory of the indissolubility of marriage does not promote morality even in the narrow sense of the word, and *jungendo mortua vivis* is productive of even worse ills than illicit connexions. It proves to the hilt, if any proof were needed, that reform of the divorce law is one of England's crying needs. Miss Bremner has such a good cause that she would have been better advised not to endanger it by somewhat heated protests against the subjection of women.

Messrs. Bacon have published a new *Contour Globe* in accordance with the Regulation of the Education Department that "relative land levels and sea depths should be indicated by colour gradations." The colour scheme is based on that decided upon by the International Map Committee, the varying elevations of land being shown by shades of green, brown, and pink, and the differing depths of the sea in shades of blue. In addition the political divisions are defined by a red line, and the principal railways indicated. The globe is nearly 15 inches in diameter—giving an approximate scale of 540 miles to the inch—and is mounted on a polished stand with brass graduated semi-meridian. A compass is also attached. It is an admirable aid to the teaching of geography, and should have a large sale in secondary schools. The price, 25s. net, is very moderate.

From the same publishers we have received a new *Contour Wall-Map of the Mediterranean Lands*, in the production of which assistance has been given by Prof. Myers, M.A., and Colonel Maunsell, R.A. This map includes all the countries which at any time formed part of the Roman Empire, or affected it externally. Both ancient and modern names are given. It is well adapted for use with large classes, the size being 76 by 40 inches. The price, on cloth, rollers, and varnished, is 16s. It can also be obtained mounted and cut to fold at the same price.

We have just received Mr. John Davis's new Catalogue of (mainly) out-of-print Books on Education. Readers interested in old books on this subject should send to Mr. Davis, at 13 Pater-noster Row, for a copy of this useful list.

WE have received from the "Dusmo" Company a sample of their special preparation for use when sweeping floors to prevent the dust rising. It resembles a fine sand, chemically treated to remain always moist. After a thorough test, on wood, linoleum, and stone, we can endorse the Company's claim that not a particle of dust will rise in sweeping if instructions are followed. It is not necessary to sprinkle the floor all over, as is generally done when using tea-leaves or wet sawdust, but a few handfuls are put down and pushed before the broom. The dust mixes with the preparation, and is effectually prevented from rising. Another form of "Dusmo" for use on carpets is equally good. Principals of schools should take advantage of the firm's offer to allow them to test "Dusmo" free of charge. It is estimated that the cost in a large school will not be more than 1½d. per pupil per annum.

DISCRETION is the better part of valour, and Mr. A. C. Benson has balked our curiosity by ignoring all but the title of "Scrutator's" article. He takes, instead, as the text of his discourse a recent speech of Mr. Rendall, in which the Head Master of Winchester "talked of hanging on for dear life to the priceless inheritance of Greek" and parleying with modern subjects at the gate. The result of this "grand old fortifying classical curriculum," according to Mr. Benson's experience as a college tutor, is that public-school boys come to him incapable of writing a passable essay, unable to arrange a subject, or to express themselves in English. They are not naturally stupid, but their intellectual faculties have been simply in abeyance.

UNIVERSITIES AND SCHOOLS.

LONDON.

The new session has opened peacefully, with the appointment of four new University Professors. Dr. F. J. C. Hearnshaw has been appointed Professor of History at King's College. He comes to us with a record of successful work at Hartley University College, Southampton. Mr. Harold Hilton, who has been head of the Mathematical Department at Bedford College since 1907, has been appointed a University Professor, and will continue his work at Bedford College. Dr. J. W. Nicholson has been appointed Professor of Mathematics, and Mr. A. H. Jameson, Professor of Civil Engineering, at King's College. These new appointments, which have been made in consequence of the new London County Council grant, will strengthen materially the teaching staff of the University.

The Report of the University Extension Board for 1911-12 has been published. It records a great increase both in the number of students working for diplomas in the Humanities and of students attending the Sessional courses. The Board also controls the work of the University in inspecting and examining secondary schools, which also shows an encouraging development. A new scheme of school commercial certificates has come into operation.

A holiday course was organized at Ramsgate in 1912, in addition to the course which has been held in London since 1904, and a school of town planning, attended by fifty students, was formed at Hampstead Garden Suburb.

Mr. R. H. Tawney, formerly Scholar of Balliol, has been appointed Director of the Bureau, which is to be established under the Ratan Tata benefaction, for the investigation of the causes of poverty. Mr. Tawney has taken an active part in the work of the Workers' Educational Association and in social work at Toynbee Hall.

OXFORD.

The Vice-Chancellor made an innovation this year by delivering his annual review of the University year in English instead of in Latin. There have been grumbles by those who see in the change a sign that Oxford is losing its old-worldliness which is supposed to be its charm, but it has great advantages. It seems to show that the University is becoming more conscious that a review of its progress concerns not only its members, to whom Latin is supposed to offer no difficulties, but the nation at large. The Vice-Chancellor spoke at some length of the progress of University reform, which he claimed had been substantial, laying special stress upon the Finance Board. That, indeed, starts with a most excellent list of members. The representations of a Board of men so distinguished both for their financial and business ability and their devotion to the University are certain to be sound and to carry weight. As the Board's most important powers are advisory, not compulsive, this second point is all the more important. New legislation was promised for this term on two subjects—an entrance examination and a curriculum for a business career. We have not heard details of either of these proposals. The first has been long under consideration. Its form is, of course, conditioned by the refusal of Convocation to abolish compulsory Greek in any way; but both sides in that dispute agreed that some reform of Responsions was essential.

The Vice-Chancellor devoted a considerable portion of his speech to the question of poor students. He called attention to the extent to which part of that difficult problem is in a way towards solution by the work of the Tutorial Classes Committee, both in its Tutorial Classes and in the classes at Oxford in the summer, of which I said something last month.

A Committee of Council has drawn up a full report of the working of that committee and laid it before the Colleges, in order that they may better understand the aims and results of the movement, and in the hope that they may be able to do something to help it out of its financial difficulties. At the same time the Vice-Chancellor rightly insisted that it was still essential to make Oxford more accessible to poor students by lessening expenses.

The Vice-Chancellor also explained that one of the most urgent problems before the University is the provision of adequate laboratories for chemistry and for engineering. A great deal has been done by the Oxford University Endowment Trustees. They have allotted to chemistry £15,000, and under certain conditions a further £10,000. £10,000 is available for the Engineering laboratory.

The number of Freshmen who have joined the University this October has gone down slightly from last year—873 as against 922, but the decline is almost entirely accounted for by the fact that this is a year in which no new Rhodes scholars come from the United States. The presence of one of those 873 Freshmen has brought Oxford, and especially Magdalen, into all the illustrated papers. A great effort has been made to allow the Prince of Wales to live like an ordinary commoner: surely the wisest plan. Though he has his own tutor and a

suite of rooms in Magdalen such as no ordinary undergraduate has, he attends lectures and plays games in the happy state of an ordinary mortal.

Appointments.—Mr. David Pye, formerly of Trinity College, Cambridge, Assistant to the Professor of Engineering, has been elected to a Fellowship at New College; Mr. David Ogg, formerly scholar of Lincoln, has been elected to an Open Fellowship in History at New College; Mr. Arnold Toynbee has been elected to a Tutorial Fellowship at Balliol; Mr. R. H. Owen, formerly scholar of Wadham College, who has been a master at Clifton, has been made a Tutorial Fellow at Worcester; Mr. R. G. Collingwood has been made a Tutorial Fellow of Pembroke; the Rev. C. L. Parker, late Senior Scholar of St. John's College, has been made Chaplain Fellow of University College; Mr. H. C. Bazelt, of Wadham, has been elected to a Fellowship in Medical Science; Mr. G. D. H. Cole, of Balliol, to a Fellowship in Classics at Magdalen.

CAMBRIDGE.

The October term is still so young that it has little news of its own.

The Vacant Places.

The Long Vacation had plenty, and mostly of death and change. The deaths of Dr. Verrall and the Master of Caius came just at the end of the May Term. Caius has a new Master in Dr. Anderson, but we have not yet a Professor of English Literature. The *Review*, indeed, has had a paragraph reminding Mr. Asquith that the Chair is in the Royal gift, but there has been no response. Mr. Birrell, indeed, disclaimed at Bristol, so far as he himself is concerned, the rumour that Dr. Verrall's successor is to be a retired Cabinet Minister. This narrows the field somewhat, for it is hard to see who is left for us among Cabinet Ministers but Lord Morley. It would be a great thing to have him, but it does not seem very likely. But perhaps by the time this is in the hands of our readers the appointment will have been made.

A significant figure passed from Cambridge in the late Master of Jesus, who first came up an incredible time ago, and had been associated with the life of the University and his own College in ever so many effective and genial ways. His successor, too, is still to be elected at the moment of my writing.

Mr. Scott, of St. John's, has vacated the office of Vice-Chancellor.

The New Vice-Chancellor.

The troubled era of reform, through which he was to steer us, did not come. Non-Placet was the spirit of his reign, but he steered us all the same, with much general satisfaction to the people steered. Kindness and courtesy are the chief Vice-Chancellorial arts, and Mr. Scott is not lacking in them. He never plunged during his two years of office, and cancelled numbers of the *Reporter* did not mark his path. He yields place to Dr. Donaldson, of Magdalene, and here I cannot do better than quote the *Review*, which emphasizes the "breadth of outlook" that a non-Academic career has helped to give him, and "looks forward with confidence to the steady progress of Cambridge during his time of office." One might add, perhaps, some reference to the moral courage which leads Dr. Donaldson to associate himself with good causes, whether they are popular or not.

It is not often that the Fitzwilliam receives so remarkable a legacy as that left to it by the late Mr. C. B. Marlay, of Trinity College, whose bequest includes the lease of his house in Regent's Park and his collection

The Fitzwilliam Museum.

of pictures, engravings, plate, jewellery, bronzes, Japanese and European weapons, pottery, porcelain, glass, books, and furniture, and the sum of £80,000 for their housing and upkeep. Many classes of object unrepresented so far in the Museum are comprised in the bequest, and a large extension of the building will be needed. Some pictures have been moved there already and a number more are, meanwhile, in the new Lecture Rooms in Benet Street.

New courts are in process of erection at Emmanuel and Queens'

The Growth of the University.

Colleges. The Museum of Archaeology has been enlarged and the Engineering Department extended, while the new Observatory in Solar Physics, transferred from Kensington to Cambridge, is already commenced. At the same time we have three hundred more freshmen than in 1900, though the entry in 1909 was a little larger. Last year was the only one in the last half-dozen or so when we had less than eleven hundred freshmen, and then we only missed the figure by two. The perpetual dread of the University reformer that, if we do not change everything at once, all the youth of the country will go to Oxford looks less pressing in view of these figures.

As your readers are probably aware, the voting on the proposal to

The Divinity Degrees.

open degrees in Divinity to others than clergy of the Anglican Communion was postponed till this term, and it is still before us. There are various notes to be heard, but not yet with much emphasis. There are the usual Non-Placet prophets, solid on the certainty of the Grace being rejected; and there is a number of semi-Progressives, each with a feel-

ing that, if some modification of existing machinery could be added to the Grace, the general principle would be safer—and so on. The suggestion is heard also that the weak spot is that the award of degrees, if they are thrown open, will still be in the hands of the Divinity Professors. The Buddhist D.D. and the Agnostic D.D. are still bugbears, and more will be head of them, openly or in quiet, before the voting. The Bishop of Ely's frank endorsement of the scheme ought to suggest to some of the clergy who may be coming up to vote that neither the Church nor the University nor the Christian religion is in a very great danger. But some people love archaism for its own sake, even if it serve no useful purpose—the better, perhaps, if it serve no purpose at all, and is only a picturesque obstacle to progress! They may not be many, but a pose is of little use unless it is kept well before the public gaze, and such persons will not listen to reason from the Bishop of Ely or the Dean of St. Paul's or any one. Perhaps no human community is quite free from irrational elements, and we ought not to hope to be.

The latest Classical Tripos scheme, the gist of which is the offer of grammar, philology, and the laws of prosody, as an alternative to verse composition, has been discussed in the Senate House. It received more criticism than blessing, and its fate is still uncertain.

CAMBRIDGE TRAINING COLLEGE FOR WOMEN.—Fourteen students passed the examination held last June by the Cambridge Syndicate in the Theory and Practice of Teaching, seven being placed in the Second Class and seven in the Third Class. Twenty-two new students have entered the College this term: nineteen of these have graduated at a University, fourteen of whom have taken a degree in Honours; the total number of students is now thirty-seven, thirty-four resident and three non-resident. The following candidates have been awarded scholarships or bursaries for September:—Scholarships: Miss E. Dawson, M.A. Aberdeen, Honours, Classics, Class I; Miss L. D. Adams, B.Sc. London, Honours, Mathematics, Class II; Miss E. G. Wright, M.A. Aberdeen, Honours, English, Class II; Miss G. Dyson, B.Sc. Wales, Honours, Botany, Class II. Bursaries: Miss M. D. Ball, Natural Sciences Tripos, Class III, Cambridge Geography Diploma (Newnham College); Miss D. M. Clark, M.A. St. Andrews; Miss D. Evans, B.A. Wales; Miss G. E. Foster, B.A. Royal University of Ireland; Miss J. E. Jones (Somerville College); Miss E. Rea, B.A. (Queen's University, Belfast). Miss Mullock, M.Sc. Manchester, Vice-Principal and Lecturer in Mathematics at the Cambridge Training College, has been appointed Mistress of Method at Bristol University. The vacancy on the staff has been filled by the appointment of Miss J. D. Archibald, B.A., Mathematical Tripos, Class II (first Senior Optime), late Scholar of Newnham College and Assistant Mistress at Wimbledon High School.

WALES.

The Public Records of Wales. The Royal Commissioners on Public Records in their first report make the important recommendation that the records formerly preserved in Wales should be re-transferred to the Principality, provided that satisfactory arrangements are made for their preservation, order, and use. These public records were removed to London originally because there was no security that those conditions could be satisfied locally. The Commissioners have now received sufficient information to justify them in making a recommendation, without delay, that the demand that the records relating to the history of Wales should be kept somewhere in the locality should be conceded. There is no adequate objection in principle to placing them again in Wales, provided satisfactory guarantees were given for their future care. The Commissioners are of opinion that their return would facilitate and encourage the study of Welsh history and antiquities, and that the establishment of a general repository for the Welsh records in Wales would tend to save minor collections from neglect or dispersion. The Commissioners regard it as essential that the national repository should be near a good library, where there is a collection of legal, historical, and antiquarian books for the proper aid of the study of the documents by students, and also that it should be near one of the University Colleges. There are two hundred sacks of unarranged Welsh records, and the Deputy Keeper frankly admitted that "this is a discreditable state of things." Many of these documents are of great historical interest, and likely to further the progress of historical study in the Principality. It is probable that the national repository will be fixed at either Cardiff or Aberystwyth, as these two towns seem to fulfil most adequately the conditions laid down by the Commissioners.

Salaries of Primary Teachers. As the result of the inquiry by Mr. R. Younger, K.C., the Board of Education has sent a lengthy document to the Anglesea Education Committee endorsing his findings that there should be no differential treatment of teachers in the non-provided schools as regards salaries. We have therefore heard the last probably of the "Welsh Revolt" policy, as all

the County Education Committees will now be obliged to submit to the decision of the Board of Education in the matter.

Publication of Results. Severe comment has been made on the recent practice of some of the Liverpool and Manchester daily papers which circulate in North Wales in publishing the Central

Welsh Board Certificate lists of different schools in columns and groups, on the ground that this system of publication tends to invite invidious and unfair comparisons as to the efficiency of the schools mentioned. The Central Welsh Board have ceased for many years to publish lists of successful candidates (except the list of Honours candidates), for the reason that they used to be subjected to very unfair treatment by curious and ignorant people. The performance of different schools in the annual examination were carefully analysed, and by a liberal use of decimals and percentages, a fictitious order of merit of the schools was made out, in which the public, imbued with exaggerated ideas as to the values of examination results, was very prone to believe. But if there is any further extension of the practice of the *Liverpool Post* and *Mercury*, these reprehensible comparisons will be made again, to the great detriment of education. The Welsh County Schools Association has always condemned the publication of examination lists in such a way as to tend to institute competition between school and school. There is, therefore, a certain amount of curiosity among head masters as to the source of the above lists. Did they emanate from the schools or from the Central Office?

Glamorgan Scheme. Under the new scheme for the control of the Glamorgan Intermediate and Technical Education Fund, it is provided that all funds and property of the Cowbridge School managers be transferred to the County Council. The County Council, out of part of the income of the property representing the Edward Lewis Foundation, is also to pay to the Gelligaer School governors £500 annually. There has been a long-standing dispute between the latter and the Council as to the financial arrangements.

Mr. R. Madoc Jones, M.A., assistant master at Llanberis County School, has been appointed Head Master of Llandudno County School, in succession to the late Mr. J. M. Archer-Thomson, M.A.

SCOTLAND.

As the Universities have been mainly occupied with examinations and the work incident to the beginning of a new session, there is not much academic news to record this month. At St. Andrews Mr. Edward W. Shann has been appointed Assistant in Natural History; Mr. George A. Johnston, M.A., Glasgow, as Assistant in Moral Philosophy; and Mr. John D. Craig, M.A., as Assistant in Latin. At Glasgow the Rev. George Calder, M.A., B.D., has been appointed Lecturer in Celtic. Mr. Calder is the author of several works in Gaelic, and has edited an important Irish text. Mr. John R. Peddie, M.A., has been appointed Lecturer in English Literature, and Mr. Leonard Russell, M.A., B.Sc., and Mr. William Anderson, M.A., Lecturers in Logic at Glasgow University. At Edinburgh University Mr. Hector Burn-Murdoch, B.A., LL.B., has been appointed Lecturer in English Law, and Mr. Alexander Miles as Lecturer in Clinical Surgery.

Glasgow University has suffered a great loss in the sudden death of its Registrar, Mr. William Innes Addison, who had been in the service of the University for twenty-five years. He was an admirable Registrar, with a most accurate knowledge of the complex business and regulations of the University, and he made valuable contributions to the history of the University in his Roll of the graduates from 1727 to 1897, with biographical notes, and in his account of the Snell Exhibitioners, as well as in lesser publications. He had practically completed a volume of the "Matriculation Albums" of the University from 1728 to 1858, in which the names of over seventeen thousand students are recorded, and, in a very large number of cases, biographical notes are added.

The late Lord Stormonth-Darling has bequeathed £500 to the General Fund of Edinburgh University "in recognition of his long connexion with the University as student, representative in Parliament, and member of the governing body."

Sir John Struthers's Report on Secondary Education in Scotland for 1912 gives statistics as to the number of secondary education centres in Scotland, and by implication replies to some of the criticisms of the Department on the ground that it has discouraged higher education in rural schools. There are 251 centres of secondary instruction, well distributed over the country as a whole. Of these, 142 provide a five years' course, while 109 offer normally a three years' course only. Fifty-six of the schools are secondary schools of old standing, and the remainder are higher-grade schools. "It is the simple truth to say that" the higher-grade schools "include practically every primary school in Scotland which in the past has given evidence of doing anything like efficient and systematic secondary work." It is also pointed

(Continued on page 762.)

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out that rural schools are quite free to give higher education, on condition that there is evidence of the teacher's competence for the work, and that adequate provision is made along the lines of ordinary supplementary courses for those pupils who intend to leave school without entering on a course of secondary education.

On the other hand, an influential body of men engaged in teaching and educational administration met at Perth about the end of September, and formed themselves into an association for securing higher education in rural schools. In course of discussion it was maintained that the Secretary for Scotland, in his defence of the Education Department, evaded the real question, viz., the actual working of the regulations, the discouragement of higher work, and the clogging of the time-table with non-educational subjects. Some extraordinary cases were adduced of successful higher work in country schools deliberately stamped out by inspectors. There was general agreement as to the need of immediate action, as, owing to the policy adopted by the Department for the training of teachers, all the rural schools in Scotland would in the course of a few years be staffed by teachers whose attainments would be insufficient for carrying on higher work. As was pointed out in these notes last September, the only way in which the very real grievance of the rural communities can be met is by appointing an Advisory Council for Education in Scotland, and by extending the areas of School Boards, in order to equalize rating and enable the Boards to make satisfactory provision for secondary education within their own areas.

A Committee of the Scottish Classical Association has issued a report on its inquiry into the study of Greek in Scottish schools. It shows that during the five years from 1906-7 to 1911-12 there has been a very great decline in the number of pupils studying Greek in the schools. There has been a decrease as follows:—(1) of 496 pupils studying Greek, a fall of 40 per cent.; (2) of 130 presented for Lower Greek, a fall of 40 per cent.; (3) of 75 presented for Higher Greek, a fall of 33 per cent.; (4) of 156 beginning Greek, a fall of 38 per cent. The decrease has taken place almost entirely in schools under the Education Department. In other schools there is no evidence of any serious decrease in the numbers, and no danger of the study of Greek disappearing. The Committee are of opinion that there are two main causes of the decline: (1) the equalizing of the marks for Greek with those given for French and German in the bursary competitions of three of the four Universities; and (2) the rigid insistence by the Department on a uniform intermediate curriculum, with compulsory drawing and science for all. It would appear, they say, to be only a reasonable concession were the Department to allow pupils intending to proceed to a University degree in Arts to substitute Greek or German for these two compulsory subjects in the last year of the Intermediate Course. This permission was granted up to 1906-7, and the decline in the study both of Greek and of German has been specially great since that year.

The Education Department is, of course, not entirely to blame for the decline; but its insistence on a uniform course up to the stage of the intermediate certificate has undoubtedly accentuated it, and it is the opinion not only of language teachers, but also of scientific men, that, although the teaching of science in the schools is desirable for pupils who do not intend to take an Arts course in the Universities, it is practically a waste of time for those who do. An Arts student, who must take at least one science in his course, will learn science at the University much more quickly and effectively than at school. On the other hand, the school is the only place in which a good grounding in languages can be obtained.

At the annual meeting of the Educational Institute Dr. Morgan, the retiring President, made a strong plea for wider administrative areas for Education: "958 School Boards to manage or over-manage the educational affairs of Scotland! I say there are at least nine hundred too many." If we replaced them by a really comprehensive set of Local Authorities, we should get managers with a large outlook upon the entire educational necessities of their district, we should do away with much wasteful competition and overlapping, we should terminate such anomalies as local school rates varying from less than 3d. to more than 5s., we should remove undesirable inequalities of salaries both rural and urban, we should get a fairer system of promotion of teachers, and we should abolish the petty tyranny that sometimes disfigures small School Boards.

IRELAND.

The Universities have opened the winter session this month with examinations for Honour degrees and Moderatorships, the results of which are in course of publication. A Chair of Architecture has been established in the National University, to which Prof. William Scott has been appointed. Designs have been already accepted for the new University College, Dublin, which is to take the place of the old building in Earlsfort Terrace, and the work of construction will probably soon be started. The governing body propose to expend a sum of £160,000 on the completed scheme, and a sum of £95,000 on the first section, which they intend to proceed with at once.

The question which looms in the forefront of public discussion at present, Home Rule, casts its shadow in the educational world as elsewhere. The future of the Irish Universities was the subject of a lively debate in the

House of Commons on October 21, when Mr. J. H. Campbell, junior member for the University of Dublin, moved an amendment on Clause 2 of the Home Rule Bill to prevent the Irish Parliament from having any power of dealing with Trinity College or Queen's University, Belfast, both which institutions under the new Legislature the hon. member compared to a canary shut up in the same room with a cat. Mr. Redmond deprecated the demand for safeguards for Trinity College, of which, he said, the great bulk of Irish people, Catholic as well as Protestant, were proud, and which had in the past been the Alma Mater of the most distinguished Nationalist leaders, but professed himself willing to agree to any safeguards that might be desired. Mr. Birrell spoke in a similar strain, and said that if there were any need of safeguards it was in the case of Queen's University, which was a new and comparatively poor foundation, largely dependent upon an annual grant of £18,000, which, as the Bill now stood, might be diverted by the Irish Parliament to other educational purposes, and though he did not consider that contingency likely, he undertook, either on the Report stage or when Clause 3 was reached in Committee, to introduce words which would give substantial effect to the amendment. On this assurance Mr. Campbell withdrew the amendment.

That Mr. Campbell's action was unofficial and undertaken solely on his own responsibility transpires from a letter published by Prof. J. P. Mahaffy in the *Times* of October 23, in which he states that there is in Trinity College "at least a strong minority who look upon such an exemption from Irish control as a great danger in the future to Trinity College." The Provost, while declaring that he shared Mr. Campbell's views, has also stated that his action was in no sense official. As an able leader in the *Irish Times* of October 23 points out, such a safeguard, if it were ever to be really required, would be practically useless, since it might be easily evaded, while it would be fatal to Trinity's educational interests, by setting up a barrier of distrust between the Protestant and Roman Catholic youth of Ireland.

Mr. Birrell's scheme for the improvement of the status of lay secondary teachers has been the subject of an active discussion in the Press, in which the chief participants have been the representatives of the Catholic Head Masters' Association, of the Association of Secondary Teachers (Ireland), and of the Ulster Branch of the Incorporated Association of Assistant Masters, and also Prof. Culverwell and individual teachers. The Catholic Head Masters make the following demands, which, they state, were practically agreed to by all parties at a conference with a Committee of the Intermediate Board and with Mr. Birrell on January 29: (1) That a register of secondary teachers should be established, (2) that one registered teacher should be employed for every twenty-five pupils on the Intermediate roll, (3) that there should be no distinction made between lay and clerical or religious teachers, (4) that a certain salary should be given as a minimum to each teacher, with an increment from the new grant, (5) that teachers during efficiency and good behaviour should have reasonable security of tenure, and not be dismissed without timely notice, and (6) that a pension scheme should be established on certain conditions. The Association of Secondary Teachers have addressed a letter to Mr. Birrell, in which they suggest (1) that the standard for registration should be a high one, and that assistant teachers should be given direct representation on the Registration Committee, (2) that the salaries proposed are inadequate save as initial ones, and require to be supplemented by increments and pensions, and that a portion of the grant, say £10,000 a year, should be set aside for the next ten years as nucleus of a pension fund, (3) that three months' notice of dismissal is preferable to six, provided the period be included in the school session, (4) that it is undesirable to discriminate between lay and religious teachers, and that the employment of one registered teacher for every twenty-five pupils on the school roll should form the basis of the grant. The Ulster Branch of the Incorporated Association ask that the grant should be expended, according to the original scheme, solely for the benefit of lay teachers, but object to the principle of distributing it in proportion to the amount received by each school under the Intermediate Education Act, as they consider the existing examination system an evil. They also desire to see teachers represented on the Registration Committee, and insist on a University degree or the equivalent, as well as experience, as a qualification for registration. Unfortunately for the outside public, the statement of the various parties concerned as to what took place at the historic conference on January 29 by no means agree. According to the Ulster representatives, the question whether lay and clerical teachers should receive the same treatment did not come up at all, and the scheme of registration proposed by the head masters was opposed by all the representatives of the assistants. One thing is evident from the whole controversy: that the Catholic lay teachers do not see eye to eye with the head masters on the question of their status as compared with the

(Continued on page 764.)

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religious. Some of them have written very bitterly on the position of lay assistant masters in Catholic schools, while the position of Catholic lay women teachers is described in a forcible article by Mrs. Sheehy Skeffington, M.A., in an article in the *Irish Review* for October.

At a recent meeting of the Hierarchy at Maynooth, held in order to install Dr. Hogan, the Vice-President, as President of the College in place of Dr. Mannix, Archbishop of Pharsalus and Coadjutor Archbishop of Melbourne, the new grant was discussed, and in the statement furnished to the Press the Bishops protest against the discrimination between lay and religious teachers, and also claim that in settling the qualifications for registration allowance shall be made for the special circumstances of nuns and other religious teachers.

The (Protestant) Schoolmasters' Association, while welcoming the grant, suggest (1) that special consideration should be given to the circumstances of small schools; (2) that a distinction should be made between resident and non-resident teachers, and the minimum salaries for the former should be £80 and £50 for men and women respectively (this is a distinction to which the assistant teachers strongly object); and (3) that three months' notice should be substituted for six months'. Meantime, while the parties likely to benefit by the grant are disputing as to the terms of its allotment, it is to be hoped the grant itself will not be withdrawn or diverted to other purposes. Mr. Birrell has stated recently in the House that he hopes to introduce a Bill dealing with methods of examination under the Intermediate Education system before Christmas.

The Irish language formed the subject of another politico-educational debate in the House on October 23, when Mr. Malcolm moved an amendment on the Home Rule Bill reserving to the Imperial Parliament the power to ensure the maintenance of English as the sole official language in the Irish Parliament, Law Courts, and public service, and incidentally attacked the Gaelic League as a virulent political organism. Mr. Birrell made the common-sense reply that, if ever Irish became the spoken language of the Irish people again, it would not be in the power of the English Parliament to prevent their using it, and that until it did the amendment was not needed, and quoted statistics from the census sufficient to show how remote at present was the probability that it ever would. The amendment was finally defeated after vigorous controversy, which to those on this side of the Channel must seem very futile.

SCHOOLS.

ACTON COUNTY SCHOOL.—The usual free places have been awarded to scholars from Acton and Chiswick. The competition was considerable. T. Dunsmore has gained a place in the last Civil Service (Intermediate) competition; D. J. B. Lee won the Bowman and Yorke Scholarship; E. C. Parkin and R. Wigginton obtained Intermediate (County) Scholarships last term. Eight boys took Junior (County) Scholarships. Eighteen boys (out of twenty candidates) passed the London (School) Matriculation, with two Honour certificates and twenty-two distinctions. H. Ginsburg goes to Downing with a college and a county scholarship; H. M. Lacey is at King's College, London, with an Engineering Scholarship and a L.C.C. Scholarship. Lucas passed the London Intermediate Science. Mr. E. J. Salter has joined the staff, and is in charge of the new Commercial Form. The organ is now fixed in its place in the gallery and is a great acquisition.

BIDEFORD, EDGEHILL GIRLS' COLLEGE.—The twenty-eighth Annual Prize Day was held on October 2. A public luncheon was held in the Gymnasium and was presided over by the Mayor of Bideford. The prizes were distributed in the afternoon by Mrs. W. H. Reed, of Exeter. The Head Mistress, Miss E. O. Johnson, B.A., in submitting her report, said that the numbers were still increasing. During the year, in the Oxford Local Examinations, eight candidates were successful in the Senior Division, one with Third Class Honours; in the Junior fourteen, two obtaining Third Class Honours; and in the Preliminary eleven, one obtaining Third Class Honours and Distinction in English (bracketed Seventh in England).

BRADFORD GRAMMAR SCHOOL.—On October 10 the school celebrated the two hundred and fiftieth anniversary of the granting of its charter, and the event was signalized by conferring on Dr. Keeling the freedom of the city, presented to him by the Lord Mayor in a handsome silver casket. At the banquet in the Town Hall, the Master of Trinity College, Cambridge, proposed the health of the school. Speaking as a governor of five great schools, he said that the great duty of governors was to spare no pains in choosing the best possible head master and then to let him alone. Under Dr. Keeling the numbers of the school have risen from 360 to 580.

BRIGHTON (ST. MARY'S HALL).—Founder's Day was celebrated on October 22, when the Annual Sermon was preached at St. Mark's Church, by the Rev. Canon Weitbrecht, Ph.D., D.D. J. Batson has been awarded an open scholarship of £50 a year for three years (Mathematics) at the Royal Holloway College; London Intermediate Arts, J. Batson; London Matriculation, M. Boodle, M. Platts; Cambridge Higher Local, Group A. R. Farrow, M. Hudson, Honours Class II; M. Painter, K. Segall, H. Thwaites, Passed; Oxford Senior Local,

Somerset; G. E. Crawford, Esq. ("Grammaticus"), Manor House, Clifton, Bristol; Miss E. M. Newbold ("E.M.N."), 7 Broadwater G. Hunt, O. Thwaites, Honours Class III; J. Newton, A. Norris, A. Sadgrove, F. Shildrick, M. Watson, Passed; R.D.S. Full Certificates, M. Boodle, G. Hunt.

CENTRAL FOUNDATION SCHOOL, COWPER STREET.—Sir Edward Busk, Chairman of Governors, distributed the prizes on October 24. Three scholarships of £50 a year had been awarded to G. A. Daws-well, scholar of King's College, Cambridge; A. J. Hartley, scholar of Sidney Sussex College; and R. Reichert, scholar of Peterhouse. Sir Edward announced the intention of the governors to add shortly to the buildings a new laboratory, a gymnasium, and more classrooms.

CHARTERHOUSE SCHOOL.—By the revised statutes the number of scholars will be in future not less than sixty, of whom not less than ten must be elected annually by competitive examination; age of scholars, between twelve and fourteen. Six scholarships of £80 will be awarded annually to boys under sixteen who have been a year in the school. There will be twenty leaving scholarships of £80 for four years to be held at any University in the United Kingdom.

WEST HARTLEPOOL MUNICIPAL HIGH SCHOOL FOR GIRLS.—On Tuesday, October 8, the new Municipal High School for Girls was opened by Mrs. Walter Runciman. The chair was taken by Alderman Macfarlane, for many years Chairman of the Higher Education Committee of the town, who gave a short account of the school and the reasons for building it, and, on behalf of the Education Committee, presented Mrs. Runciman with a gold key as a memento of the occasion. After formally declaring the school open, Mrs. Runciman said it gave her great pleasure to perform that duty for the first Municipal High School in the town. The Committee had provided an excellent building and equipped it well; but, though they were assured that all had been done as economically as possible, it was hardly possible that some rate-payers should not complain of expense. The expenditure on education did not give an immediate and obvious return, but she ventured to predict that in future years it would be said that the building of the High School was the best investment the Committee had ever made. Mrs. Runciman concluded by promising to present a picture to the school. A hearty vote of thanks was passed to Mrs. Runciman for her kindness, and Miss Brew, the Head Mistress, gave a short address. The school has been built to accommodate three hundred pupils, and can be extended to provide for a hundred more if need arises. There are now in the school 184 pupils.

WORCESTER HIGH SCHOOL FOR GIRLS.—The "Alice Ottley" scholarship, value £12 a year for three years, has been won by Jessica Grove. The Council's Scholarship, value £15 a year, tenable for two years, has been awarded to Mary Chappel, the candidate who did best in the Oxford and Cambridge Joint Board Lower Examination. In the Cambridge Higher Local Examination, M. Moncur gained First Class Honours in Groups A (Literature). K. Whitehead was placed in the Second Class with distinction in English Language and Literature. In Group B (Languages) L. Spencer was distinguished in Spoken French, Spoken German, and S. Naylor was also distinguished in Spoken French. The following have joined the staff this term: Miss M. N. Brown, M.A., Cambridge Modern Language Tripos; Miss E. C. Payne, B.Sc. Lond.; Miss L. D. Baynes, Oxford Final Honour School Literae Humaniores; Miss C. Harrison, Art Mistress, Teachers' Illustrating Certificate.

PRIZE COMPETITIONS.

The Translation Prize for October is awarded to "Ragged Robin." *Proxime accesserunt* "Chingleput," "Saxon."

Winners of Holiday Prizes are:—John W. Morrell, Esq. ("J.W.M."), 28 Abbey Street, Silverdale, Staffs; Miss Mary Holmes ("X³"), Homerton College, Cambridge; Miss E. Gatti ("G.A."), 59 Ashley Hill, Bristol; Leonard D. Cane, Esq. ("Enac"), 19 Tivoli Place, Ilkley, Yorks; Miss S. S. Batterbury ("Sirach"), 13 Balgown Road, Beckenham, Kent; Dr. K. L. Batterbury ("Gothicus"), Berkhamsted, Herts; A. R. Mathie, Esq. ("Cymore"), Ardinglea, Munster Road, Teddington, Middlesex; Miss L. Story ("Rufa"), Royal School, Bath; Miss F. Storr ("Tramp"), Ingleside, 12 Angell Park Gardens, Brixton, S.W.; Miss E. G. Batterbury ("Bérisal"), Berkhamsted, Herts; Miss Evelyn C. Hewer (pseud.), Bedford College, Baker Street; Stanley C. Rowland, Esq. ("S.C.R."), 1 Monmouth Street, Bury, Lancs; V. Le Creu, Esq. ("Kuri"), 7 Broadwater Down, Tunbridge Wells; Miss Haslem ("Bob"), The Nook, Park Road, Wokingham, Berks; A. B. Pearce, Esq. ("Tantalus"), Bedlington Vicarage, Northumberland; Miss E. Richmond Faraday ("Ver-nice"), 41 Heaton Road, Withington, Manchester; G. E. Marshall, Esq. (G. E. Marshall), 3 Highlands, New Road, Ilminster.

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Par malheur, j'avais déjà le pli du bureau, le goût des découpages faites patiemment le soir à la lampe, le sens profond des images, et, quand je sortais de mes amusements d'artiste prédestiné, c'était par des coups de folie, par une rage de désordre, pour jouer éperdument à des jeux sans règle, sans rythme, au voleur, au naufrage, à l'incendie. Tous ces appareils de buis verni et de fer me parurent froids, lourds, sans caprice et sans âme, jusqu'à ce que ma marraine y eût mis, en m'en enseignant l'usage, un peu de son charme. Elle soulevait les haltères avec beaucoup de crânerie, et, portant les coudes en arrière, elle me montrait comment les barres, passées sur le dos et sous les bras, développent la poitrine.

Un jour, elle me prit sur ses genoux et me promit un bateau, un bateau avec tous ses gréements, toutes ses voiles et des canons aux sabords. Ma marraine parlait marine comme un loup de mer. Elle n'oubliait ni hune, ni dunette, ni haubans, ni perroquet, ni cacatois. Elle n'en finissait point avec ces mots étranges et elle mettait comme de l'amitié à les dire. Ils lui rappelaient sans doute bien des choses. Une fée, cela va sur les eaux.

Je ne l'ai pas reçu, ce bateau. Mais je n'ai jamais eu besoin, même en bas âge, de posséder les choses pour en jouir, et le bateau de la fée m'a occupé bien des heures. Je le voyais. Je le vois encore. Ce n'est plus un jouet. C'est un fantôme. Il coule en silence sur une mer brumeuse, et j'aperçois à son bord une femme immobile, les bras inertes, les yeux grands et vides.

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Unfortunately I already had a natural bent for sedentary occupations, a love of sitting in the evenings painstakingly cutting out by the light of the lamp, and a deep feeling for pictures. I forsook these amusements, natural to the born artist, only in sudden fits of freakishness, in a frenzy of disorderliness, to fling myself into games without fixed rule or definite form, to play at robbers and fires and wrecks at sea. All this apparatus of iron and polished wood seemed to me heavy, cold, passionless, and soulless, until my godmother, in teaching me how to use them, had given them a little of her own charm. She swung the dumb-bells with a pretty swagger, and, putting back her elbows, showed me how the rods, placed across the back and under the arms, develop the chest.

One day she took me on her knees and promised me a ship, a ship complete with rigging, and sails, and cannon at every port. My godmother used nautical terms like an old sea-dog. She forgot neither fighting-top, nor poop, nor shrouds, not top-gallant, nor sail-royal. There was no end to the strange words, and she used them all as if for love of speaking them. No doubt, to her they were full of meaning: fairies always sail the sea.

I have never had that boat. But I have never, even as a little child, needed to possess a thing in order to enjoy it, and the fairy boat has filled my thoughts through many hours. I saw it long; I see it now. No more a plaything, it has become a vision. It glides noiselessly over a misty sea, and there aboard I see a woman, motionless, with nerveless arms and eyes wide and unseeing.

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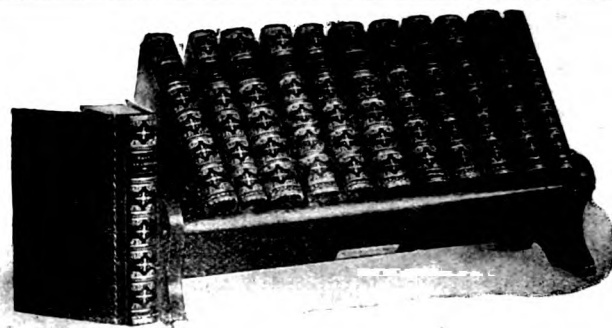
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(Continued on page 768.)



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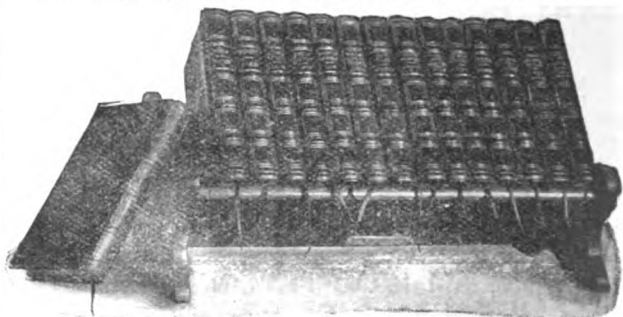
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NOTE.

The December issue of "The Journal of Education" will be ready on November 30, 1912. It will contain the Index and Title Page for the yearly volume Vol. 44, Jan.-Dec. 1912.

Advertisements must reach the Office by
November 23.

not hard to gather from the extract itself that these were reminiscences of early childhood. Let me recommend all who have not read it to read one of the most perfect of child studies, "Le Livre de mon Ami."

If the situation had been grasped, it would have been impossible to translate *le pli du bureau* "the student's stoop" or "a turn for office work." "Cutting-out," again, suggests the tailor or milliner, and, we must add, paper figures. *Le sens profond des images*: "a keen appreciation of pictures." *Par des coups de folie*: "to indulge in mad pranks, in a fit of riotous mischief, to play like a lunatic at robbers, a shipwreck, a house on fire, games without rime or reason." "Folly," "theft," "incendiarity" were common mistakes. *Sans caprice et sans âme*: "prosaic and spiritless" or "unimaginative and lifeless." *Un peu de son charme*: "a touch of her own charm." *Avec beaucoup de crânerie*: "like a drill sergeant." *Elle mettait, &c.*: "she mouthed them as though she loved them." *Une fée, &c.*: "a fairy takes naturally to the water." The godmother has been before described as a fairy. *Les bras inertes*: "with arms hanging limply at her side and large lack-lustre eyes." The child had been taken to see his godmother laid out for burial.

Two Prizes of one Guinea are offered for the best translation of the following extracts from Mörike's "Mozart auf der Reise nach Prag" and Höltz's "Mailed":—

Sie stiegen Arm in Arm über den Graben an der Strasse und sofort tiefer in die Tannendunkelheit hinein, die, sehr bald bis zur Finsternis verdichtet, nur hin und wieder von einem Streifen Sonne auf sammetnem Moosboden grell durchbrochen ward. Die erquickliche Frische, im plötzlichen Wechsel gegen die ausserhalb herrschende Glut, hätte dem sorglosen Mann ohne die Vorsicht der Begleiterin gefährlich werden können. Mit Mühe drang sie ihm das in Bereitschaft gehaltene Kleidungsstück auf.

"Gott, welche Herrlichkeit!" rief er, an den hohen Stämmen hinaufblickend, aus. "Man ist als wie in einer Kirche. Mir scheint, ich war niemals in einem Wald, und besinne mich jetzt erst, was es doch heisst: ein ganzes Volk von Bäumen beieinander! Keine Menschenhand hat sie gepflanzt, sind alle selbst gekommen und stehen so, nur eben weil es lustig ist beisammen zu wohnen und wirtschaften. Siehst du, mit jungen Jahren fuhr ich doch in halb Europa hin und her, habe die Alpen gesehen und das Meer, das

Grösste und Schönste, was erschaffen ist: jetzt steht von ungefähr der Gimpel in einem ordinären Tannenwald an der böhmischen Grenze verwundert und verzückt, dass solches Wesen irgend existiert, nicht etwa 'una finzione di poeti' ist, wie ihre Nymphen, Faune und dergleichen mehr, auch kein Komödienwald, nein aus dem Erdboden herausgewachsen, von Feuchtigkeit und Wärmeleucht der Sonne grossgezogen. Hier ist zu Haus der Hirsch mit seinem wundersamen zackigen Gestäude auf der Stirn, das possierliche Eichhorn, der Auerhahn, der Häher." Er bückte sich, brach einen Pilz und pries die prächtige hochrote Farbe des Schirms, die zarten weisslichen Lamellen an dessen unterer Seite, auch steckte er verschiedene Tannenzapfen ein.

MAILED.

Der Schnee zerrinnt,
Der Mai beginnt,
Die Blüten keimen
Den Gartenbäumen,
Und Vogelschall
Tönt überall.

Pflückt einen Kranz
Und haltet Tanz
Auf grünen Auen,
Ihr schönen Frauen,
Pflückt einen Kranz
Und haltet Tanz!

Wer weiss, wie bald
Die Glocke schallt,
Da wir des Maien
Uns nicht mehr freuen:
Wer weiss, wie bald
Sie, leider, schallt!
Drum werdet froh!
Gott will es so,
Der uns dies Leben
Zur Lust gegeben.
Geniesst die Zeit,
Die Gott verleiht!

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POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. No charge is made for this service.

VACANCY, now or at Christmas, for RESIDENT PUPIL at reduced Fee, over 16, who wishes to work for London or Birmingham Matriculation or Higher Music Examinations if able to assist a little with younger Pupils in Residence or with Kindergarten. Apply—Miss BAILEY, Edgbaston College, Bristol Road, Birmingham.

J. & J. PATON, 143 CANNON STREET, LONDON, E.C., undertake Advertising for Principals of Schools. Estimates on application.

BOTTWNOG COUNTYSCHOOL, Near PWLLHILL, NORTH WALES.—Wanted, a DOMESTIC SCIENCE TEACHER, to commence duty next January. Salary £85 to £110, according to qualifications. Apply to the HEAD MASTER.

TO ASSISTANT MISTRESSES.

JANUARY VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for the term commencing in January next, are invited to apply (as soon as possible) to Messrs. Griffiths, Smith, Powell & Smith, who will furnish details of all the best vacancies in Public and Private Schools. Address—Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.

N.B.—Candidates should state full details as to certificates, qualifications, experience, and should enclose copies of testimonials.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

COBORN SCHOOL FOR GIRLS, Bow Road, E.—Wanted, in January, a SCIENCE MISTRESS specially qualified in Botany and Elementary Physics, &c. Degree and good experience in recognized Secondary School essential. Salary according to qualifications. Apply—HEAD MISTRESS.

COBORN SCHOOL FOR GIRLS, Bow Road, E.—Required, in January, CLASSICAL MISTRESS, with charge of Form, usual Form subjects. Experience, Degree and training essential. Salary according to qualifications. Apply—HEAD MISTRESS.

COBORN SCHOOL FOR GIRLS, Bow Road, E.—Required, in January, MUSIC MISTRESS, Piano, Theory, Violin. Fixed salary. Apply—HEAD MISTRESS.

NEW ZEALAND.—FITZ-HERBERT TERRACE SCHOOL, WELLINGTON.—Wanted, February 1913, SENIOR MISTRESS for good English, some French, and Junior Arithmetic. Experience essential. Age not under 30. Churchwoman preferred. Salary not less than £120, resident. Second Class passage. Three years' agreement. Apply not later than November 7th, to REGISTRAR, 74 Gower Street, London.

ALLEYNE'S GRAMMAR SCHOOL, STONE.

HEAD MASTER required at Easter, 1913. Stipend £150 and Capitation Fees. Residence and Boarding House for 12 Boys. Canvassing disqualifies. Applications to be sent in not later than 16th November next.

For forms of application and further particulars, apply to W. H. BISHOP, Solicitor, Hanley, Staffs. Clerk to the Governors.

CORNWALL EDUCATION COMMITTEE.

TRURO COUNTY SCHOOL FOR GIRLS.

Wanted, in January next, a MISTRESS to teach French and some English. Commercial subjects a recommendation. Experience desirable. Initial salary £100 to £110 according to experience, rising by annual increments of £10 to £140. Apply to the HEAD MISTRESS, County School for Girls, Truro, 12th October, 1912.

UNIVERSITY COLLEGE, READING.

The Council of University College, Reading, invite applications for the post of LECTURER in AGRICULTURAL BOTANY. Applications must be sent in not later than October 31, 1912. Further particulars may be obtained from the REGISTRAR, University College, Reading.

MERCHANT VENTURERS' TECHNICAL COLLEGE, BRISTOL.—JUNIOR MISTRESS for English subjects, £120 to £140. For particulars send stamped addressed foolscap envelope to the REGISTRAR.

TEACHERS' REGISTRATION COUNCIL.

THE COUNCIL invite applications from persons (men or women) of wide educational experience for the office of SECRETARY to the Council. Candidates must be under 50 years of age; must be familiar with the different types of schools and other educational institutions in England and Wales; and must produce evidence of administrative experience and capacity. The salary of the office will be £800 per annum.

Applications, accompanied by 50 printed or typewritten copies of a statement of qualifications, together with not more than 3 testimonials, and the names of 3 referees, must be sent not later than 30th November, 1912, to the CHAIRMAN OF THE TEACHERS' REGISTRATION COUNCIL at the temporary Offices of the Council, College of Preceptors, Bloomsbury Square, W.C., from whom information as to the duties of the Secretary can be obtained. Canvassing will be a disqualification.

LIVERPOOL EDUCATION COMMITTEE.

Applications are invited for the following posts:—

(1) QUEEN MARY HIGH SCHOOL FOR GIRLS.

Required, for next term, an ASSISTANT MISTRESS to teach Geography and Scripture, with elementary Mathematics as a subsidiary subject. Salary £110 per annum. Special qualifications in Geography and some experience in teaching it are essential, and a University degree is desirable. Last day for receiving applications, Wednesday, November 6th, 1912.

(2) AIGBURTH VALE HIGH SCHOOL FOR GIRLS.

Required, for next term, an ASSISTANT MISTRESS for a Middle Form, to teach English, Mathematics, some French, and Games. Salary £110 per annum. Experience is desirable, and a University degree or equivalent qualification is essential. Last day for receiving applications, Saturday, November 9th, 1912.

For further details and forms of application, candidates should apply, enclosing stamped addressed foolscap envelope, to JAMES G. LEGER, Director of Education, 14 Sir Thomas Street, Liverpool, with whom applications, accompanied by a letter of application, must be lodged not later than the dates named in each case.

EDWARD R. PICKMERE,
Clerk to the Local Education Authority.

MERTHYR TYDFIL EDUCATION COMMITTEE.

CYFARTHFA CASTLE MUNICIPAL SECONDARY SCHOOL.

Wanted, an experienced HEAD MISTRESS for the Girls' Department of the above named School. Salary £225 per annum, advancing at the end of the first year to £250. Candidates must be graduates of a University in the United Kingdom or possess such other equivalent qualifications as may be approved by the Board of Education.

Applications on a form to be obtained at this Office, to reach me not later than Friday, 9th November, 1912. Canvassing members of the Committee will be a disqualification.

Town Hall, Merthyr Tydfil.
12th October, 1912.

QUEEN'S COLLEGE FOR WOMEN, LONDON.
43 & 45 HARLEY STREET, W.

Owing to the vacancy in the PROFESSORSHIP OF GERMAN the Committee will shortly proceed to a new appointment. Applications should be sent in not later than November 6th, on forms which can be obtained from the SECRETARY, with further particulars of the appointment.

LAHORE.—CENTRAL TRAINING COLLEGE.

APPOINTMENT OF INSTRUCTOR IN DRAWING AND MANUAL TRAINING.

The Government of India require an INSTRUCTOR in Drawing and Manual Training for the CENTRAL TRAINING COLLEGE, LAHORE. Candidates should not be more than about 30 years of age, and should be fully trained and qualified, both in theory and in practice, to impart instruction to students in training for School teachers, and to supervise and direct courses in Manual Training and Drawing at Schools in the principal centres of the province. The engagement will be for four years in the first instance, and the pay will be Rs 500 a month, rising by annual increments of Rs 50 a month to Rs 650 a month. Free first-class passage will be given.

Applications should be sent, in covers marked "C.A." to the SECRETARY, Board of Education, Whitehall, London, S.W. Scottish candidates should apply to the SECRETARY, Scotch Education Department, Whitehall, London, S.W. All applications should be sent in as early as possible, as the selected candidate will be required to sail for India as soon after his appointment as can be conveniently arranged.

BURMA, MOULMEIN GOVERNMENT HIGH AND NORMAL SCHOOLS.

APPOINTMENT OF A PRINCIPAL.

The Government of India require a PRINCIPAL for the GOVERNMENT HIGH AND NORMAL SCHOOLS, MOULMEIN, BURMA. Candidates should be graduates in honours of some British University, and should not be more than about 30 years of age. They should have had teaching experience, and some knowledge of the Theory of Education will be regarded as a strong qualification. Proficiency in athletics will also be taken into account. The appointment will be in the Indian Educational Service, and the initial salary will be Rs 500 a month, rising by annual increments of Rs 50 a month to Rs 1,000 a month. In addition to his salary the Officer appointed will draw a local allowance of Rs 100 a month (subject to the rules in force from time to time), and exchange compensation allowance, the present rate of which is 6½ per cent. of the salary of an appointment. For the first two years he will be regarded as being on probation.

Applications should be sent as soon as possible in covers marked "C.A." to the SECRETARY, Board of Education, Whitehall, London, S.W. Scottish candidates should apply to the SECRETARY, Scotch Education Department, Whitehall, London, S.W. The candidates selected will be required to arrive in Moulmein as soon as possible.

CROYDON EDUCATION COMMITTEE.

BOROUGH SECONDARY SCHOOL FOR GIRLS. THE CRESCENT, CROYDON.

Wanted, in January, a HISTORY MISTRESS with Honours degree in History and at least three years' experience. Salary £100, rising by £10 a year to £150, subject to an annual percentage deduction in accordance with the Corporation Superannuation Scheme. A higher initial salary may be offered for good experience. Apply—HEAD MISTRESS.

17th October, 1912.

CROYDON EDUCATION COMMITTEE.

BOROUGH SCHOOL FOR GIRLS, THE CRESCENT, CROYDON.

Required in January, FRENCH SPECIALIST, degree and residence in France, with at least three years' experience. Salary according to scale £100, rising by £10 a year to £150. Initial salary according to experience. Apply—HEAD MISTRESS.

25th October, 1912.

Huddersfield Municipal High School for Girls.

Wanted, in January, a MISTRESS to teach English Literature. Degree essential. Oxford or London Honours degree preferred. Games a recommendation. Salary £120. Applications should reach the Education Offices not later than November 9th.

Education Offices, Peel Street, Huddersfield, Secretary of Education. 23rd October, 1912.

NORTHUMBERLAND.

BLYTH SECONDARY SCHOOL.

The Governors invite applications for the post of ASSISTANT MISTRESS, highly qualified in Mathematics, to commence duties at the above School in January next. Applicants must be trained Teachers and graduates of a British University, be prepared to assist in the general work, and to help with the Games. Qualifications in one or more of the following subjects will be a recommendation:—Art, Geography, Nature Study, Drill. Commencing salary according to qualifications and experience. Scale, £120, rising by increments of £10 to £155. A sum not exceeding £5 per annum will also be paid to meet a like sum paid by the Assistant Mistress in respect of premiums for a deferred annuity.

Application forms will be forwarded on receipt of a stamped envelope, and must be returned to the undersigned not later than the 2nd day of November, 1912.

THOS. R. GUTHRIE, Clerk to the Governors.
Bridge Street, Blyth, Northumberland.

NORTHUMBERLAND.

BLYTH SECONDARY SCHOOL.

The Governors invite applications for the post of ASSISTANT MASTER, who must be well qualified to give instruction in Languages and Literature, and able to commence duties at the above School in January next. Applicants must be trained Teachers and graduates of a British University, be prepared to assist in the general work and to help with the Games. Qualifications in one or more of the following subjects will be a recommendation:—Music, History, Mathematics. Commencing salary according to qualifications and experience. Scale £120, rising by increments of £10 to £175. A sum not exceeding £5 per annum will also be paid to meet a like sum paid by the Assistant Master in respect of premiums for a deferred annuity.

Application forms will be forwarded on receipt of a stamped envelope, and must be returned to the undersigned not later than the 2nd day of November, 1912.

THOS. R. GUTHRIE, Clerk to the Governors.
Bridge Street, Blyth, Northumberland.

CITY OF LEEDS TRAINING COLLEGE.

The Leeds Education Committee invite applications for the position of LADY VICE-PRINCIPAL for the above residential Training College (180 men and 300 women).

Particulars of conditions of appointment and of duties with forms of application, may be obtained from the undersigned.

The salary is at the rate of £500 per annum, with house (including rates). The successful candidate will be required to commence duties, if practicable, on 1st January, 1913.

Applications must be received not later than the 18th November, 1912.

JAMES GRAHAM, Secretary for Education.
Education Department, Leeds.
October, 1912.

CITY OF HULL EDUCATION COMMITTEE.

CENTRAL SECONDARY SCHOOL FOR GIRLS. Head Mistress: Miss G. H. ROWLAND, B.Sc. (Lond.).

Required for the above School in January next, a SECOND FORM MISTRESS. Good Junior English and Arithmetic are essential. Nature Study and Games will be a recommendation. Preference will be given to Candidates who have had previous experience in teaching in a Secondary School. Initial salary £90 to £100 per annum, according to qualifications and experience.

Forms of applications may be obtained from the undersigned on the receipt of a stamped addressed foolscap envelope, and must be returned so as to reach me not later than the 11th day of November, 1912.

J. T. RILEY, Secretary of Education,
Education Offices, Albion Street, Hull.
16th October, 1912.

MUNICIPAL HIGH SCHOOL,

DONCASTER.—Wanted, in January, a SENIOR ENGLISH MISTRESS. English Honours degree or equivalent and some Secondary School experience essential. Some elementary Mathematics desirable. Salary £130, rising to £150. Apply, before November 12, to the HEAD MISTRESS.

KENT EDUCATION COMMITTEE.

DOVER HIGHER EDUCATION SUB-COMMITTEE.

COUNTY SCHOOL FOR BOYS, DOVER.

Wanted, in January next, an ASSISTANT MASTER with special qualifications in History and English. The Teacher appointed will be expected to organize and teach these subjects throughout the Junior School, and will also be required to act as a Form Master. Willingness to assist in the Athletic side of School Life and to undertake Physical Exercises will be additional qualifications for the vacancy. Initial salary £130 to £150 according to qualifications and experience, rising by annual increments of £10 to the maximum of £200, with the possibility of further increments. The Candidate appointed may be required as part of his work to teach for a limited number of hours in the Evening Classes of the Technical Institute. Forms of Application and Scale of Salaries may be obtained from Mr. R. E. KNOCKER, 69 Castle Street, Dover. Applications should be forwarded to the Head Master, Mr. F. WHITEHOUSE, County School for Boys, Ladywell, Dover, on or before 8th November.

Canvassing will be considered a disqualification.

By order of the Committee,

FRAS. W. CROOK, Secretary.
Caxton House, Westminster, S.W.
23rd October, 1912.

IPSWICH MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Head Mistress: Miss E. B. HARRISON, M.A.

A MISTRESS is required for Games, Drill, and Gymnastics, to commence duties in January 1913. Must be fully qualified and hold a Diploma in Swedish Drill. Initial salary £100 per annum, rising by £10 per annum to the maximum salary of £120. The School is constituted by an Endowed Schools Scheme of the Board of Education, and the appointment will be made by the Governors on the recommendation of the Head Mistress. A copy of the conditions of appointment will be sent with the form of application.

Applications must be made on the prescribed form (for which apply at once) and be delivered to the undersigned not later than November 14th.

STEPHEN HUME, Secretary to the Governors.
Tower House, Tower Street, Ipswich.
October 19th, 1912.

BRISTOL EDUCATION COMMITTEE.

ST. GEORGE MUNICIPAL SECONDARY SCHOOL.

Wanted, a SCIENCE MASTER with special qualifications in Chemistry. A Graduate in Honours preferred. A good teacher and disciplinarian essential.

Salary £130, rising by annual increments of £10 to £170, and then, conditionally, after eight years' service under the Committee, by further increments to a maximum of £200 per annum. In calculating the initial salary, credit will be given for half length service in other Secondary Schools.

Forms of Application, which must be received here not later than 6th November, may be obtained by sending a stamped, addressed foolscap envelope to the undersigned.

WM. AVERY ADAMS, Secretary for Education.
Guildhall, Bristol,
22nd October, 1912.

GIRLS' HIGH SCHOOL,

GLOUCESTER.—Required January, ASSISTANT MISTRESS for Needlework, latest methods, elementary English and French. Training preferred. Salary £110. Testimonials and photograph with stamp to HEAD MISTRESS.

TYPEWRITING. — Testimonials,

6d. per dozen copies; MSS., 8d. per 1,000 words. Promptness and accuracy guaranteed. — Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

REQUIRED, in January, a MIS-

TRESS to teach French chiefly in the Middle School. It is possible that the appointment may be for one term only. Apply to the HEAD MISTRESS, Skinners' School, Stamford Hill, London, N.

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ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

SCHOOL SECRETARY required for high class Girls' Boarding School. Must be accustomed to the working of a large School either as Mistress or Secretary, and also competent typist. Age 25 to 40. Could go to town Saturday to Monday each week if she wished. Address—No. 9,452.*

WANTED, in a good Girls' School. West of England, an English MISTRESS FOR CLASSICS AND MODERN LANGUAGES. Degree necessary. State in application age, references, experience, and salary. Address—No. 9,455.*

SCIENCE MISTRESS, B.Sc., in Public Secondary School. Experience in preparing girls for Public Examinations up to Matriculation standard essential. Subjects: Chemistry, Physics, Geography, Mathematics. Age not under 26. Salary £130. Address—No. 9,456.*

WANTED, in Girls' Boarding School in Yorkshire, a first ENGLISH MISTRESS. London B.A. or Honours Higher Local. Possible partnership in the future. Address—No. 9,458.*

REQUIRED, January, in small high-class Boarding School near Brighton. TWO MISTRESSES. Respective subjects: Mathematics, Geography, Nature Study, some Drawing, Drill, Games; General Form subjects, French, German. Full particulars to No. 9,460.*

WANTED, in good Surrey Home School (40 girls), young, hospital-trained MATRON (sewing, carving, accounts, &c.); also certificated GAMES AND ENGLISH MISTRESS. Ladies, Churchwomen, cyclists, normal sight, experienced. Write, mentioning salary, age, &c.—No. 9,461.*

MUSIC-STUDENT required in good School. Preparation given for L.R.A.M. Diploma. Also one can be received who requires preparation for Higher Local or Matriculation Examinations. Apply—No. 9,463.*

LIVERPOOL COLLEGE FOR GIRLS, HUYTON, near LIVERPOOL.—Wanted, in January, MATRON. Candidates must be Churchwomen, trained nurses, and good needlewomen. Apply, sending copies of testimonials and photograph, to HEAD MISTRESS.

BERLIN.—Highly educated Lady required as GOVERNESS. Girls 10, 15, 17, attending Nursing school. Thorough English (London Matriculation), German, Music. £48. (Three servants, Chauffeur).—HOOVER'S, 13 Regent Street, London. Other vacancies (abroad, England). No booking fee.

PADDINGTON HIGH SCHOOL, ELGRIN AVENUE, W.—Wanted, in January, SENIOR MATHEMATICAL MISTRESS. Honours Degree and experience essential. Salary from £115, according to qualifications. Apply to HEAD MISTRESS by letter only.

WANTED, in January, in a good School in North London, JUNIOR MUSIC MISTRESS. Advantages or small salary. Knowledge of Ablett's Drawing an advantage. Also GOVERNESS-STUDENT. Premium £5 per term. Address—No. 9,467.*

REIGATE EDUCATION COMMITTEE.

REIGATE COUNTY SECONDARY SCHOOL FOR GIRLS, REDHILL.

Wanted, in January, a FORM MISTRESS, to take specially English and Needlework throughout School. Degree or equivalent and training. Commencing salary £110 per annum. Applications should be forwarded by November 18th, 1912, to the ACTING CLERK TO THE GOVERNORS, Municipal Buildings, Reigate.

NORTHAMPTONSHIRE COUNTY COUNCIL.

COUNTY HIGH SCHOOL, WELLINGBOROUGH.

An ASSISTANT MISTRESS specially qualified for Lower Form work is shortly to be appointed. Applicants should be experienced in the teaching of ordinary Lower Form subjects and also Composition and English. Other things being equal, a candidate who possesses a degree of a British University or its equivalent, and has been trained for Secondary School work, will be preferred. An initial salary of £120 per annum, non-resident, is offered. Forms of application can be obtained from the undersigned. By order of the Governors,

County Education Offices, J. L. HOLLAND, Northampton. Secretary.

TYPEWRITING.—MSS., Sermons, &c., 8d. per 1000 words; Carbon copies, 2d. Testimonials 6d. dozen. Perfect work and promptness guaranteed.—JEAN THORNTON, "Gwen Cot," Lyndhurst Gardens, Church End, Finchley, N.

THE SECONDARY SCHOOL, MORLEY, YORKS.—Wanted, in January, a MISTRESS specially qualified to take charge of a Preparatory Form of twenty boys and girls between the ages of eight and ten. Singing, Games, and Swedish Gymnastics essential. Preference will be given to a candidate holding either the Higher Froebel Certificate or a University Degree and having previous experience in a similar post. Salary £100. Applications should be sent to the HEAD MASTER not later than November 16.

BLACKHEATH HIGH SCHOOL, (Girls' Public Day School Trust).—Wanted, in January, MATHEMATICAL MISTRESS. Cambridge Tripos preferred. Application to be sent to Miss F. GADESSEN, Blackheath High School, S.E.

SCIENCE MISTRESS required next January. Degree and experience essential. Physics, Botany, elementary Chemistry. Apply—HEAD MISTRESS, High School (G.P.D.S.T.), Wellesley Road, Croydon.

HOMERTON COLLEGE, CAMBRIDGE. (FOR THE TRAINING OF ELEMENTARY TEACHERS.)—Wanted, in January, ASSISTANT MISTRESS OF METHOD with special qualifications in History. Duties—to supervise general school practice; to lecture on Methods of Teaching History and give demonstrations in the same; to lecture in History, including History of Education. Salary according to qualifications and experience. Minimum £100 resident. Immediate application should be made to PRINCIPAL at the College.

WANTED, in January, Resident GYMNASIUM MISTRESS. Trained by Madame Bergman Osterberg. Apply—The Misses BAILEY, Montrose, Northdown, Margate.

SWITZERLAND.—ENGLISH MISTRESS required. Mutual terms. French lessons given in exchange for English. First class School. Excellent opportunity for acquiring French.—HOOVER'S, 13 Regent Street, London. Apply early. No booking fee.

GENTLEWOMAN required as GOVERNESS. Girls 14, 11, 8. Thorough English, Languages, Music, Drawing, Painting. £50.—HOOVER'S, 13 Regent Street, London. Many excellent vacancies (abroad, England). No booking fee. Established 1881.

WANTED, in January, ASSIS- TANT MASTER, in small School on South Coast, to take Classics, Games, and some French. Address—No. 9,453.*

LADY, resident, Teacher wanted in January for Mathematics, Latin, and some English subjects and Science. B.A. London preferred. Age about 25. State particulars, experience, to No. 9,464.*

RESIDENT ASSISTANT MIS- TRESS required to teach Ablett's Drawing, Junior English subjects. An advantage if able to take Nature Study or Botany. State age, experience, and reference to No. 9,462.*

THE PRINCIPALSHIP of the MARIA GREY TRAINING COLLEGE FOR SECONDARY TEACHERS will be vacant in June 1913.

Candidates must possess (1) A University Degree or its equivalent, (2) A Teaching Diploma, (3) Some experience in Training.

Age between 35 and 45. Salary offered, £400 non-resident. Applications, accompanied by 25 printed or type-written copies of a statement of qualifications, names and addresses of referees, and not more than three testimonials, must be sent not later than the 30th of November, 1912, to the

SECRETARY OF THE COUNCIL, Maria Grey Training College, Salisbury Road, Bridesbury, London, N.W.

Canvassing will be a disqualification.

HANTS COUNTY COUNCIL.

BASINGSTOKE HIGH SCHOOL FOR GIRLS.

SECOND MISTRESS wanted in January. Chief subject either Mathematics or History and Literature. University degree (or equivalent) and teaching experience in Secondary School essential. Salary £135. Application forms on receipt of stamped addressed foolscap envelope from this Office, to be returned before 25th November.

D. T. COWAN, Director of Education.

LADY with capital and experience required to take over flourishing LADIES' SCHOOL on the South Coast. Partnership with view to succession could be arranged. No agents.—Write P.449, SHILLLEY'S, Gracechurch St., E.C.

WANTED, in January, for Public Secondary School, Yorkshire. (1) MODERN LANGUAGE MISTRESS. Experience and residence in France and Germany essential. (2) Experienced MISTRESS to teach Mathematics and Geography. Write fully, stating age, parentage, qualifications, experience, and any subsidiary subjects offered. Games desirable. Address—No. 9,469.*

JUNIOR MISTRESS wanted in January with Higher Certificate of National Froebel Union. General Form subjects, Nature Study, Swedish Drill, and Games. Salary £50 resident. Apply—Miss ENGLISH, Harpenden Hall, Herts.

RESIDENT ASSISTANT MIS- TRESS wanted in January, in high-class Boarding School. Degree or Higher Local Honours and Training essential. Subjects: Mathematics, History, Geography, Latin. Salary £60. Apply—Miss ENGLISH, Harpenden Hall, Herts.

WANTED, in January, MISTRESS in first-class Private Boarding School. Special subjects required: Nature Study and Geography. Salary £50 to £60 resident.—Miss MULLINS, Raven's Croft, Seaford, Sussex.

HOCKERILL TRAINING COLLEGE, BISHOP'S STORTFORD.—Wanted a JUNIOR LECTURER in January, to teach Handwork and Needlework, and assist in School Supervision. £60 resident. Apply—PRINCIPAL

CHANNING HOUSE SCHOOL, HIGHTGATE, N.—Wanted, in January, a resident MODERN LANGUAGE MISTRESS (Englishwoman) to teach French throughout the School. Modern Methods, Phonetics. Residence abroad. Salary £50 to £55, according to qualifications.

FRENCH NURSERY GOVER- NESS, speaking no English, required January, afternoon, five hours daily, three children, aged 4, 8, 9. Walks, perambulator, music practice.—B., 84 Elmbeeton Road, Lewisham.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,

SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for the Lent Term should apply *without delay* to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a number of JANUARY VACANCIES for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

History Mistress for high-class Boarding School on South-east Coast, to teach History and good elementary Mathematics. Honours Degree or equivalent with education or experience at first-class Boarding School essential. Res. £90 to £120.—A 33624.

English Mistress for high-class Boarding School in Surrey, to teach English Language, Literature, History, and Latin. Oxford or Cambridge Honour Degree or equivalent and experience essential. Res. £70 to £80.—A 33417.

Literature Mistress for first-class Boarding School in Home Counties. University qualifications and experience essential. Res. £70 to £100, or could be made non-resident.—A 33805.

History Mistress for small Public High School in Yorkshire, to teach History and some other subject or subjects. Degree or Higher Local Honours, with some experience, essential. Non-res. £95 to £100.—A 33703.

Geography Mistress for Public High School in London. Degree or equivalent qualifications and experience essential. Non-res. £110.—A 33673.

Assistant Mistress for Private Boarding School on the East Coast, to teach English and Botany to Senior Cambridge and Matriculation standard. Experience. Res. £55 to £60.—A 33750.

Assistant Mistress for Church of England High School, to teach History, Literature, and Latin to Cambridge Higher Local standard. Degree or Higher Local Honours. Churchwoman. Res. £50 to £55.—A 33798.

Senior English Mistress for Public School in India, to teach English to Senior and Higher Local standard. Degree and good experience essential. Res. £150 and passage.—A 33604.

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EDUCATION has in the past been mainly concerned with the production of the man and the citizen. Doubtless the stress laid on the particular end in view has not been the same in all countries. In Germany, for instance, the predominant note has probably been the love of disinterested learning, in France the pursuit of culture, in England the development of will-power. On the other hand, except in the preparation of the future divine, doctor, lawyer, or teacher, the professional or vocational side of education has been lost sight of, or else has been provided for in special schools with a more or less direct utilitarian bias.

The chief problem of education for the next twenty years, as I conceive it, is to graft these detached utilitarian establishments on to the main trunk of national education at all its stages, to bring them in fact into organic and living connexion with it, or else, where such establishments do not exist, to engraft and develop in our schools of general culture such bifurcations and branches as shall prepare the pupils to some extent for their future careers and callings. Hitherto the ordinary school—which represents the preparation for life—has been too much divorced from the special school which represents the preparation for livelihood. And one of the factors in this isolation—or, rather, in preventing a *rapprochement*—has been the mechanical conception of life which, derived directly from the current philosophy of the times, has dominated our whole conception of organization and administration. It has led directly to the conception of education as consisting of separate divisions and types, complete in themselves and merely juxtaposed. This essentially mechanical and lifeless conception is now giving way before the more fruitful and life-giving biological conception that all education is organically one, and that the soul or spirit should be able to pass through the entire organism from the root to the uttermost branches. In more than one country the baneful effects of education being thus split into isolated parts is still to be seen. In England, in France, in Germany certain portions of education are under one authority, certain portions are under another, and too often there is no clear co-ordination or co-operation between the different authorities concerned.

Unfortunately this permanent divorce between the school of general culture and the special schools results in a separation of spiritual ideals and economic aims which is not only harmful to both, but especially to the individual in whom they ought to be combined. The school of general culture when separated from the special school remains as heretofore too much of a cloister of hot-house reared virtues, that are more or less liable to perish when exposed to the rough-and-tumble of the world. Or, at best, it tends to produce a sort of caste morality, while allowing the pupils to adopt a thoroughly different code of ethics in the business world or even in the world in general. On the other hand, the special school, if wholly divorced from the moral influence of the school of general culture, tends to substitute Mammon for God and to make self-interest and self-advancement supreme. By itself it can never rise to the idea of a profession, much less a business, being really a vocation. At most, it can only create a sort of inter-professional honour which morally is little superior to the freemasonry known as honour among thieves.

Isolated, the school of general education tends to barren idealism which too often, unable to take abiding root in a workaday world, withers away; isolated, the school of special education tends to ruthless realism—to the grim doctrine of "devil take the hindmost" and all it connotes. Only a close union of the two can produce the best type of individual—the man of action inspired by high and humane ideals. If the future

* Paper read at The Hague Moral Education Congress.

pupil, therefore, is to be properly equipped for the struggle of life, he must come under both forms of training. And herein lies the general weakness of elementary education in most countries to-day. In spite of abundant signs of improvement, especially in England, it is still too exclusively a school of general culture. It is still too little a preparation for livelihood. There are, in fact, large sides of the potential *Thätigkeit* of many pupils which are either ignored by it or else only insufficiently taken into account. Only the literary boy who by a scholarship can pass on to a higher institution may be said to be deliberately preparing himself for what may ultimately be his life's career. But the boys who will be, or could be if properly educated, mechanics, agriculturists, designers, and skilled artisans in general—how can they form any vocational ideals if they hardly know before leaving school what calling they are going to follow? The very root idea of vocation is initiation or self-dedication, not simply for selfish motives—it implies, in fact, as far as the world is concerned, the desire not merely to get the best of it, but to make the best of it. And this initiation again implies a preliminary period of self-preparation, which should begin while the pupil is still in the ordinary school.

If, then, vocational education is to produce its genuine effects, if it is to inspire the pupil with a taste or liking for his future calling, as well as to develop his aptitude for it, it must in its turn take into account the tastes and aptitudes of the pupils, or, in other words, it must sift out and cater for the broad categories of human activities, aptitudes, and talents which have hitherto been all more or less lumped together, especially in the elementary school, in an undifferentiated category.

Vocational education means, then, the sifting out and selection of those who are suitable for the vocation they are likely to follow, in place of the present system of compelling all and sundry to come in and partake of one form of education which is predominantly literary. It means, in fact, the provision of sufficient alternative types of education, so that in future we shall be really organizing the selection in place of the present wasteful methods of natural selection, with their ruinous aftermath of failures and *non-valeurs*.

Happily the number of broad, fundamental categories into which the talents of mankind can be divided are comparatively few. There are the more purely abstract ones, the literary and scientific, which are catered for in our secondary schools; the mechanical or constructional, which is provided for to a certain extent where engineering sides exist; the artistic, especially in the sense of art applied to design, which is scarcely recognized in the ordinary school; and the biological, dealing with life in all its forms, and especially with agriculture, which, so far as most countries are concerned, is very scantily dealt with, though there are signs that it will become much more prominent in the near future.

If, then, as we have seen, vocational education means giving the pupil a foretaste in the school itself for his future work, then it clearly stands to reason that education will have to modify its present courses of study; it will, in fact, have to create special branches and bifurcations within the schools of general culture, or special schools outside them, though in full communion with them ethically and educationally, wherein the pupil may obtain an initiation into the type of career he is best fitted for, by receiving a training in the basal studies that underlie it and some preliminary practice in the type of work he is likely to undertake.

But to follow up this thought would take us too far. It is probably advisable, however, to dissipate here certain current fallacies about the nature of vocational education, and to point out the probable results on civilization that will, in the long run, attend the working out of this potent conception.

Vocational education is not a new label for the gospel of "get rich quick." Its very name implies, not merely the preservation of the personality in the man of business, but also of a sense of duty to the community. Neither is it a new scheme under a high-sounding name for supplying the capitalist with cheap expert labour in the form of superior hewers of wood or drawers of water. It does not aim at turning

every man into a soulless specialist, but of preserving in every specialist the sense of humanity. While laying stress on the need of preparing every man for his life's work as far as possible, it equally insists that the curriculum shall be in all its stages a harmonious whole of liberal and technical studies. It recognizes that any sound specialization must rest on an all-round culture of the body, the mind, and the soul; not isolated, as heretofore, from one another in watertight compartments, but forming as far as possible an indissoluble whole, whether the ultimate aim be directed towards bodily labour, mental expertness, or some essentially spiritual profession. Vocational education seeks to cultivate on the one hand originality, individuality, personality, while conciliating them with personal ethics and civil and social obligations.

And now for the possible results. For a whole century we, in Europe, have been under the spell of the industrial revolution; and the anarchy it has produced in every sphere of life, religious, social, and economic, by breaking down the old order of things, seems to be growing in some ways worse rather than better. Personally, I do not believe that a dead level form of society is likely for the next few millenniums at least. At most it will continue to act as the distant ideal of one section. The next stable type of society to be evolved will possibly be a hierarchy of classes, though it is hardly likely to bear much resemblance to that of the *ancien*, or even the present, regime, which is apparently in full dissolution or transformation. Personally, I believe that such a society can only arise out of a revaluation of service rendered—the ideal, in fact, on which all previous forms of society have always reposed; and that can only be rendered possible by a re-stratification of the industrial world—that is to say, by a re-formation of classes in the industrial world—by the re-constitution, in fact, of an industrial hierarchy, in which the producer will more nearly come by his own in wages and in social prestige and repute. It will be, in fact, a re-creation of the old Guild system on a wider and more liberal scale, in which every profession and calling would find representation. Again, such a transformation would be immensely expedited by national education acting as a kind of sorting-out agency of the younger generation according to their aptitudes and aspirations, while inspiring in these neophytes a foretaste for their future calling. Otherwise, how can labour rise to a sufficient pitch of efficiency to take itself out of the toils of unskilled employment, let alone its machine-made servitude; and, what is still more important, how can these new social organisms possess the requisite spiritual forces to knit them together and to one another if they are not manned and controlled by persons who possess a high sense of their vocation or calling in respect to themselves, their profession, and the community?

THE CIRCULATING SCHOOLS IN WALES IN THE EIGHTEENTH CENTURY.

CIRCULATING schools were an outstanding feature in the life of poorer classes in Wales during the eighteenth century. At that time the population, numbering about 500,000, were almost wholly employed in pastoral farming and lived in scattered villages. Even Swansea, the largest town, included only 6,000 inhabitants, while Cardiff had but 1,870. These nomadic institutions, therefore, half propagandist, half philanthropic, were exactly suited to a primitive and sparsely habited country.

These schools originated with a definite purpose. Education was not then thought necessary to the individual either as a potential voter or as the basis of race culture, but it might become a necessary concomitant to the saving of souls by a particular religious party. Consequently, the activities of the S.P.C.K. in Wales about 1700 led to a petition addressed to the Archbishop of Canterbury on the need for Welsh schools.

Interested persons from different parts of Wales were persuaded to become corresponding members of the Society, and at their local instigation several schools were set up. One John Harris, of Llantrisant, finding that "several of his parishioners who are above five miles distant from church . . . upon discourse . . . have a spice of Atheism or indifference running through the family," opened two schools in his parish in 1709. At Oswestry, in 1713, there were "thirty poor children brought up by a mistress, the boys to read and say the Catechism and Lewis's explanations upon it by heart for 7s. 6d., and another teaches them to write and cast accounts for 2s. 6d. The girls learn to read . . . knit, sew, and spin for 10s."

But these sporadic efforts made little headway, and probably there was no educational care for the poor until in 1728 Griffiths Jones, of Llandowror, near Tenby, a corresponding member of the S.P.C.K., horrified at the ignorance displayed by a catechetical class of his parishioners and their inattention to his sermons, began a school to give a minimum amount of knowledge on which to base further instruction.

The cost of this first school—or, rather, class—was paid in 1728 out of the offertory of the small country congregation of Llandowror. So well received was the idea that it spread first to neighbouring villages, and in 1737, when the first complete accounts were published there were about 2,000 scholars attending 37 schools scattered over eight counties.

Their founder was not a man of rank. Educated at Caermarthen Grammar School, he was ordained at St. David's without a degree. In 1716 he received the living of Llandowror from the private gift of Sir John Philips of Pictou Castle, whose half-sister he had married, and remained in that parish, a plain country parson, until his death in 1761. Of his personality little can be gathered from the eulogies of contemporaries, who obscure his true character by superfluous adjectives after the fashion of the mid-Victorian epitaph. But all agree that he was an eloquent preacher and had the charm of "a rare and pleasing accent." His own writings display, however, the unusual combination of idealistic piety and a power of practical organization. It was this faculty that gave success to the schools, for, though their itinerant type and religious basis appealed to a volatile and emotional race, yet this very plan depended even more on good central organization than would a system of a more permanent kind. Such was their originator's capacity, that in 1757, after twenty years' work 9,000 persons were being taught in 220 schools.

Griffiths Jones from pioneer became controller of a movement almost national. He collected funds, started new schools, appointed teachers, interested clergy and laymen in the neighbouring effort, published their reports in his annual statement ("Welch Piety: an Appeal to the Charitable and Well-disposed"), and, in short, drew together the threads of a whole system. In several ways these schools differed from earlier and later foundations. Their aim was religious, and the pupils were of all ages. "Many above fifty and some above sixty and even seventy attend these schools and learn to read with their spectacles." In some cases two-thirds were adults, including "hired servants, day labourers, married women," and the like. With a clear end in view the knowledge necessary to be taught could be fixed at a definite minimum—the learning to read. "Neither the poor nor any other are offered to be taught writing or ciphering in these schools . . . for as they are for the most part very poor they cannot afford to stay very long in school"; besides, with a frankness worthy of a Holmes Circular, "it is by no means the design of the spiritual charge to make them gentlemen." They were, however, to be taught to read in Holy Scripture by help of the sound maxim that "ignorance is hardly ever to be remedied by preaching alone without catechising." Bibles and other books provided by the S.P.C.K. must be in the vernacular, "the true British tongue, the only language they understand or can possibly afford to learn." Some reasons given for reading in Welsh are commonplace, some striking, as that "very few Catholics know Welsh only," and a fear is expressed that Welsh will die out as "Manks hath done."

Having this simple standard to attain, "wherever there was

a desire for a school it was published in two or three churches round that teaching and books will be given gratis to as many as will accept." Three, four, or six months was the usual length of the school visit, generally between September and May, but some schools opened for part of the summer. Occasionally, at the request of a district, they returned for a second or third period. To provide a meeting place, "the parish Church or Chapel is used, or, where we are obliged to, hire a house on moderate terms."

The masters were at first appointed by Griffiths Jones, and even during later years, when distance made this impossible, he called them together for instruction for a few weeks with the assistance of "a hopeful young clergyman." Their duties were not light. The numbers varied in each school; in some there were a hundred and fifty, in others only fifteen, while the average was about sixty. Not only were they to teach these pupils of all ages from seventy to seven for several hours during the day, but they were to go round at night and instruct "in the neighbourhood as many as not in school." Further, they were to keep a register "with the names, places of abode, age, quality, calling, condition, disposition, manners progress, and learning of all taught," and to be ready to receive visits of inspection from their local patron, who sent a report to Griffiths Jones. Thus, in 1751, the Vicar of Llangerniew wrote: "Forty boys and girls in school this summer; some of them I have heard read the Bible perfectly well and to my very great satisfaction . . . and so diligent and indefatigable is the old man who teaches that I never once surprised him as doing nothing or absent from his charge or employment." Or, again, one in 1746, signed by David Samuel and six laymen of Pencarry, certifies that "the bearer has been from 1st day of November till 31 January teaching . . . and was in no way a disparagement to his profession, being industrious and faithful . . . to the comfortable education of the illiterate in their mother tongue, which we hope will end in the salvation of their souls."

Sometimes a zealous master found it difficult to avoid an accusation of "Methodizing," as Wales was then thrilling to the ardent teaching of Wesley's followers—that most powerful of the periodic religious ferments characteristic of the Celtic temperament. In general, however, the letters show the masters to have been earnest, sober, and diligent men, who cannot have been passing rich on £10 a year. No expenses of organization could be borne by those taught, who not uncommonly "received their wages in bread-corn," and subscribers from England and Welsh border counties provided the funds of maintenance. In 1741, for instance, £850 was given, and, as about four thousand persons were taught that year, Griffiths Jones's statement that "six poor children were taught for every 20s." appears to be corroborated.

The aims of this system, which lasted for nearly fifty years, were realized directly in that many old and young learned to read, reverence and intelligence in Divine service increased, and some unseemly habits were altered. "The young people, in taking leave of dancing upon Sundays, have caused a great outcry among the wicked fiddlers and harpers." Indirectly their civilizing effect must have been very great on a people always responsive and suggestible.

For some years after the death of their founder, the schools endowed by his fortune of £7,000 were continued through the benevolent interest of Mme Beavan, widow of a Rector of Caermarthen who had always been a warm supporter of the scheme. In 1779 she died also, and the endowment, through a lawsuit, passed into Chancery, and, though reconstituted in 1807, the movement in a revived form met with little success.

That a system apparently well established and providing so suitable a basis for more complete organization collapsed entirely was not solely due either to loss of a central guiding power or to pecuniary dislocation. Griffiths Jones, though conscious of the need for reform in the Church, was yet unwilling to break away from it. But at the same time feeling ran high, so that we are told "an unfortunate curate, having lost his place in his manuscript through reproof of an unruly parishioner and finishing with a few awkward sentences, was thereupon accused of Methodistical practices," i.e. preach-

ing extempore, and dismissed accordingly by his indignant vicar. Obviously such orthodoxy would look askance at Griffiths Jones's suggestion of catechetical teaching, and, indeed, the subject was alleged to have been in dispute in the Bishops' Court for twenty years. On the other hand, neither did the revivalists seize their opportunity and take up the work of one who warned his supporters to "teach nothing contrary to Church law," and so in a day of extremes the good work of a moderate man fell to the ground. The spirit, if not the letter, of his plan was taken up by the Sunday Schools of Wales under Thomas Charles of Bala; but these circulating schools must rank as the first attempt to teach the poor as a class, and their success is the chief feature in Welsh educational history in the eighteenth century.

EVA KNOX.

EDUCATION IN THE PERIODICAL PRESS.

- Architectural Education and the Liverpool University. *Builder*, October 4.
- Birmingham University: Science and Industry. By Prof. Thomas Turner. *Times*, October 2.
- Calligraphy, Lost Art of. *Times*, September 25.
Leading article.
- Children under the Poor Law. *Local Government Chronicle*, October 19.
- Commercial Student. *Pitman's Journal*, October 12.
- Education Question. *Local Government Chronicle*, October 12.
Leading article.
- Examinations. *Accountant*, October 5.
Largely professional, but deals also to some extent with generally interesting matter.
- Extension Lectures. Work of London University. *Times Educational Supplement*, October 1.
- German Education, England's Debt to. *Times Educational Supplement*, October 1.
Dr. Sadler [a letter] on Von Humboldt.
- India, Education in. Training of Secondary Teachers. *Times Educational Supplement*, October 1.
- Indian Universities in the East, Influence of. By Rai Badahur Lala Baij Nath. *East and West*, October.
- Influence. Schools and Scholars. *Morning Post*, September 27.
"Granted the active faith and willing co-operation of the whole school world, and education may yet play a heroic part in the regeneration of humanity."
- Inspection by Experts. Schools and Scholars. *Morning Post*, October 4.
On the proposed reorganization of the appointment of inspectors.
- Latin, Pronunciation of. Arguments for Reform. By Robert Bridges. *Times Educational Supplement*, October 1.
- Literary Element in Modern-Side Education in English Public Schools. By Rev. E. C. Everard Owen. *Contemporary Review*, October.
- Medical Education: Opening of the New Session. The Portal and the Curriculum. *Times Educational Supplement*, October 1.
Special article. Also leading article in *Times* of same date.
- Medical Treatment in London: Details of the New Scheme. *Times Educational Supplement*, October 1.
For children in need of it.
- Museum Guides and Education: Work at South Kensington. By J. L. Leonard. *Times Educational Supplement*, October 1.
- Music in Education: Mental Stimulus, Melody, and Memory. By the Head Master of Eton. *Daily Telegraph*, September 26.
- New Universities and old Truths. *Times*, October 18.
Leading article on Lord Haldane's speech at the University of Bristol.
- Our Gentlemen's Schools Again. By A. C. Benson. *English Review*, October.
"The Reason why the public schools do not tend to produce culture is partly that the parents do not demand it or desire it."
- Our German Model. By A. S. D. Schools and Scholars. *Morning Post*, October 18.
"But we shall not come appreciably nearer to our goal by constructing Charlottenburgs in Kensington and then touting for students to fill them."
- Oxford, Michaelmas Term at, The Movement for Reform. *Times*, October 15.
- Prince of Wales and Oxford. *Spectator*, October 12.

- Prince of Wales at Oxford. *Times*, October 8.
The arrangements, &c.
- Proverbial Philosophy. Schools and Scholars. By R. *Morning Post*, October 11.
Deals with the muddle of educational organization and administration.
- Public Schools and Caste, IV. *Daily Telegraph*, September 24.
The last of the series appearing September 14, 16, and 21.
- School Books and Eyesight. *Times Educational Supplement*, October 1.
Leading article.
- School Clinic, Ideal. Heart Cases in School Life. *Hospital*, October 5.
- School Girls. By the Rev. S. Baring-Gould. *Guardian*, September 27.
English school girls: the natural history of the "Flapper."
- Simplified Spelling. By Filson Young. *Saturday Review*, October 12.
Against the movement.
- Technical Education: Municipal Schools and Institutes. *Times*, October 2.
In Birmingham only.
- Tom Brown's School. *Nation*, October 5.
The public school in general.
- Two Model States in what concerns Children. By Miss Edith Sellers. *Contemporary Review*, October.
South Australia, Hungary.
- University Extension: its Developments and Aims. Work of the London Board. By J. B. Knowlton Preedy. *Morning Post*, September 21.
- Vacation Schools: Child Holiday Makers, Busy Hands and Brains. *Daily Telegraph*, September 26.
- Warming of Schoolrooms. By Sidney Barwise and W. Lewis Thomson. *Medical Officer*, October 19.
A short article by the Medical Officer and Senior Assistant Medical Officer for Derbyshire.
- Young Idea 'twixt Square and Thwackum. By T. H. S. Escott. *Fortnightly Review*, October.

COLONIAL AND FOREIGN NOTES.

WESTERN AUSTRALIA.

- Immigration increases, the population grows! And, as the Report just received indicates, the schools grow with the population. The number of scholars on the registers of the Government primary schools at the end of 1911 (the year dealt with) exceeded that for 1910 by 2,922—a larger addition than has been recorded for any year since 1897. The percentage of attendance to enrolment was 84.21. The number of schools open has been more than doubled in nine years. During the year an attempt was made, for the first time, to organize a regular system of medical inspection throughout the State. With 1912 a new system of physical exercises, one which is being adopted all over Australia, came into use, most of them being taken by girls as well as by boys, and camps of instruction for teachers are organized. The reader will ask what Western Australia is doing in the matter of Continuation. In the year 1911 evening continuation classes, intended for those who leave school at fourteen, the limit of compulsory attendance, were established in fourteen different centres and were attended by between nine hundred and a thousand pupils, admitted free provided that they attend regularly for three evenings a week. Applications have been received for the extension of these classes to many new centres. "While compulsory attendance is undoubtedly a desirable thing," says the Minister, "it can hardly be said to be a matter of immediate urgency at present, for the simple reason that the applications for classes with voluntary attendance tax the funds available to the last penny."
- The number of teachers employed at the end of the year was 1,109, showing an increase of 78 for the year. Of the 937 regular adult teachers, 485 were head teachers and 452 were assistants. The percentage of men teachers has again fallen—from 41.6 to 39.5. Western Australia, like other States, has to face the fact that it must pay more for men teachers or rely in a large measure on women. Owing to a lack of assistants for the large schools, twenty trained and certificated teachers were drawn from Great Britain. We regret to say that in some colonies, if we may allow ourselves to

use the word still, such imported teachers have been regarded with suspicion and dislike, as if they were "blacklegs." Colonists should remember that the new-comers are not foreigners, but citizens like themselves of no mean Empire.

GERMANY.

We wrote last month that the schemes of instruction (*Lehrpläne*) in the higher schools remain practically unchanged. With the beginning of the school year 1912-13 new schemes came into force in the *Realgymnasien*, *Oberrealschulen*, and *Realschulen* of Baden having French as *Unterbau*. We print that for the *Realgymnasien*. It will be seen that the alterations, indicated by the figures in brackets, are few, Latin and mathematics losing a little, science gaining. The optional subjects—shorthand, manual work, practical exercises in physics, chemistry and biology, as well as Greek—are not included.

Obligatory Subjects.	VI.	V.	IV.	Unter-III.	Ober-III.	Unter-II.	Ober-II.	Unter-I.	Ober-I.	Total Hours a Week for each Subject.
1. Religion	2	2	2	2	2	2	2	2	2	18
2. German	5	5	4	3	3	3	3	3	3	32
3. French	6	6	6	3	3	3	3	3	3	34
4. Latin	—	—	—	8 (-2)	8 (-2)	5 (-1)	5	5	5	36 (-5)
5. English	—	—	—	—	—	5 (-1)	5	4	4	18 (-1)
6. History	—	—	—	2	2	2	2	2	2	14
7. Geography	2	2	2	2	2	1 (+1)	—	—	—	11 (+1)
8. Nature Knowledge:—										
History of Nature	—	—	—	—	—	—	—	—	—	—
Physics	2	2	2	3 (+1)	3 (+1)	3 (+1)	2	3 (+1)	3 (+1)	29 (+7)
Chemistry (and Biology)	—	—	—	—	—	4 (-1)	2 (+2)	2	2	—
Mathematics	5	5	5	4	4	—	—	5 (-2)	5 (-2)	41 (-8)
9. Philosophy	—	—	—	—	—	—	—	1 (+1)	1 (+1)	2 (+2)
10. Drawing	2	2	2	—	—	—	—	—	—	—
11. Writing	2	2	2	2	2	2	2	1 (-1)	1 (-1)	16 (-2)
12. Gymnastics	2	2	2	2	2	—	—	—	—	5
13. Singing	—	—	—	—	—	—	—	—	—	—
14. Singing	—	—	—	—	—	—	—	—	—	—
Total for the Class	28	28	28	31 (-1)	31 (-1)	32 (-1)	32 (-1)	32 (-1)	32 (-1)	274 (-6)

This scheme should have some interest for teachers; for it shows how a German school is organized when French is the first language taken, Latin being introduced only in the fourth school year, and in the class called *Untertertia* (Lower Third). They might look at it also to see whether it bears out our contention that the range of instruction in the German higher schools is wider than in the English. The nearest equivalent in England to the *Realgymnasium* would be the modern side of a public school, or a large town school in which Greek is taught only to a few pupils. Our readers will know how the English boy in the highest form of such a "side"

or school would fare. Now consider the German boy in *Oberprima* of a *Realgymnasium*. He is in school for thirty-two "hours" (*Stunden*, not full hours) a week; in addition, he will certainly devote some time to optional subjects. Besides two hours a week of religious instruction, he gets one hour of philosophy. He learns three languages (French, Latin, and English) as well as his own, his linguistic studies occupying fourteen hours of the week, or, if history be included in them, sixteen. Mathematics claim five hours, gymnastics two; drawing receives one hour. Observe that to crown all this there are five hours of "Nature knowledge" (*Naturkunde*).

Now it is this *Naturkunde* which, as it seems to us, forms the most notable feature in the German time-table.

Naturkunde. The new Baden Scheme describes the aim of it thus: "The pupils are to be made acquainted—so far as is possible through their own observation—with the most important bodies in Nature (*Naturkörper*), with their structure and their life, with their dependence on one another and on their surroundings. Pupils must grow familiar with the structure and the life-processes of man, and with his place in the world of Nature. Through experiments they are to receive a knowledge of the most important natural phenomena, and to be taught the laws under which physical and chemical processes go on. The instruction must yield a picture of the world (*Weltbild*) in which, beside the position of the earth in the universe, beside a history of the earth's crust and of the development of the organic world on it, man in his physical relations, and also in the foundation of his thinking and knowing finds a place." *Naturgeschichte*, for which, to avoid "natural history," we have put "history of Nature," is a German term covering the *descriptive* sciences, such as botany and zoology. The rudiments of these two sciences are taught up to *Quarta*, in which form elementary instruction about minerals and stones is introduced, as well as instruction about certain physical phenomena. The study of botany and zoology, which has been intensified, is ended in *Untersekunda*. In *Obersekunda* the teaching under the rubric of *Naturkunde* is chiefly of chemistry and physics, to each of which subjects two hours are allotted; but formal mineralogy and lithology are also begun. Biological matter is treated in *Prima* not by means of dogmatic exposition, but in connexion with observed examples—physiological facts relating to movement, nutrition, and feeling. *Oberprima*, besides getting instruction in physics, astronomy, and chemistry, studies prescribed sections of biology: sexual and non-sexual multiplication, metagenesis, parthenogenesis, palinogenesis, evolutionary history of selected lines of descent, relations of living things to one another, and their distribution, earliest history of man. Now, if you sum the whole matter up, does the English boy in a "first set, modern," receive the same width of instruction as the German *Oberprimaner* in a *Realgymnasium* or not? We do not forget that the German boy would be, on an average, about a year and a half older than the English; we are concerned only to show what the German secondary school teaches.

We pass to the *Volksschule*, primary schools being as precious to us as secondary. How many "hours" is the *Volksschullehrer*, or primary teacher, required to teach in a week? The regulations just issued at Münster, in Westphalia, illustrate the modern requirement. Every teacher, it is laid down, must give as many lessons (*Stunden*: "hours") as the scheme of instruction renders necessary. But a maximum of 32 for men teachers, and 28 for women (technical instructresses included), may not be exceeded. In schools of more than one class the imposition of this maximum is to be avoided. Head teachers (*Rektoren*) must not be asked to give more than 22 lessons a week. In fixing the number of lessons for a teacher, age and any other circumstances that may impair capacity are to be taken into account. Another item of news about the German *Volksschule* will astonish English medical officers. The much-condemned slate seems to be coming to honour again. The Mannheim Kreisschulrat declares that experience of school examinations shows that when the children use exercise books they write too slowly, too carefully, and therefore too little. Much better results were got in arithmetic, for example, in the days when slates were used. It is said that a demand for a return to the slate is growing both in Germany and in France. But, if with fewer sums there goes better health, perish the slate!

The Berlin magistrates have accepted a scheme for the establishment of a compulsory industrial and commercial continuation school for girls (*gewerbliche und kaufmännische Pflichtfortbildungsschule*). It must be remembered that by a change of Imperial Law it has been possible, since the 1st April, 1912, for the obligation to attend a continuation school to be imposed on girls as well as boys by *Ortsstatut* (let us say, local law). The Berlin scheme

will form the subject of further discussion, and needs the approval of other authorities. Let us consider, nevertheless, what the German capital proposes to do for its girls. With a few exceptions, the scheme requires attendance of the continuation school by all girls engaged in industrial or commercial pursuits from the time when they leave the primary school to the close of the school half-year, in which they have completed the seventeenth year of life. Servant maids cannot be called on to attend. The instruction comprises arithmetic, book-keeping, drawing, and domestic economy, as well as vocational knowledge (*Berufskunde*), and a knowledge of life (*Lebenskunde*). This *Lebenskunde* is quite a new subject, of which the aim is to train a girl for the discharge of her duties as wife and mother. All the lessons must be given on week-days between seven o'clock in the morning and seven in the evening. We observe that Germany is paying increased attention to the formative and moral influence of Continuation. Hitherto more stress has been laid on its economic value as a means of increasing the productive power of the nation. Those who teach and those who write of education are more concerned with the moral influence; but, if the English people ever learns how its industrial supremacy is threatened by the waste and loss of power in adolescence, *there will be some tarring and feathering done between Whitehall and St. James's Park.*

FRANCE.

Let us return to a subject on which we touched last month—the syndicates and syndicalism of the French *instituteurs*. Pray remember that it is the primary teachers who are concerned, and of them, as is estimated, some six thousand. Now between these *instituteurs syndiqués* and the Government war is raging. The first shot, so to speak, was fired in the middle of August, when the Congrès des Syndicats d'Instituteurs met at Chambéry, its proceedings causing general consternation throughout France. It seems that the teachers commenced and ended their meetings with the singing of the "Internationale." Since, as one of them remarked, *le ventre parle plus fort que l'esprit*, the teachers demanded, to buy bread, a higher commencing salary; whilst the *féministes* urged the right of women to the same rate of payment as men received. Ultimately the Congress pronounced unanimously in favour of uniform salaries for all public officials having equal general culture. If the teachers passed resolutions in favour of co-education, they were hardly to be blamed; on the other hand, it was unwise of them to approve in public assembly the doctrines of Malthusianism. They went further. They showed their intention of pursuing their ends by the methods of syndicalism; they voted an address of sympathy with a revolutionary organization and condoned with an offender punished for breach of military discipline. The Congress was too "red" even for the French Republic. That is why M. Guist'hau, the Minister of Public Instruction, issued his circular requiring that the syndicates should be dissolved by September 10; which passed, it was supposed at first that the provincial syndicates had broken up. But this proved to be a mistake. And the Syndicat des Instituteurs de la Seine never left any doubt as to its course. On October 4 it declared in its general assembly that it would not dissolve, "ni le gouvernement ni le Préfet de la Seine n'ayant qualité pour exiger une décision qui relève exclusivement de la compétence des tribunaux." We cannot, in a monthly journal, relate the progress of the war concurrently. Enough that, at the moment when we are writing, both legal and disciplinary measures are being aimed at the Syndicat des Instituteurs de la Seine.

No need to say that lively discussions accompany the strife!

**The Teacher
cannot be a
Working Man.**

We pick out two significant utterances. M. Steeg pointed out, in answer to the teachers' claim to solidarity with the working classes, that a teacher cannot be a mere working man. A cabinet-maker constructs a chair, and he has then done with it. The teacher is compelled to continue and reinforce his teaching by the example of his life. Even on the humblest of the class a certain measure of abnormal restraint and self-dedication is incumbent. Should not Society recognize this in estimating the equivalent to be given to the teacher for his services, although he himself may lay no stress on it?

Again, about September 18, M. de Pressensé, President of the League of the Rights of Man, addressed a letter to the Minister of Public Instruction, in which he begged him to renounce the measures adopted or designed against the *instituteurs*, and to allow them to take their part in the modern quest of liberty. The case for the Government is that the teacher may not be a syndicalist because he is a *fonctionnaire*, a public official, or, as we say, a Civil

Servant. Clearly it follows that, where the teachers are Civil Servants, the Government may cripple them at will in the exercise of their political rights. If we point out this, our readers must not deem us infected with syndicalism! The Germans taunt us with having *keine Schulverwaltung*—no School Administration. We answer that education in England is administered as the people, after weighing continental systems, has decided that it shall be administered. "England hat keine Schulverwaltung" ought to be translated "English teachers are not Civil Servants of the Crown." Whatever they may lose by that, they keep their rights as citizens beyond menace or diminution.

CAPE OF GOOD HOPE.

Strange that in our talk of the Empire we seldom mention its most imperial achievement—the planting of schools on its remote frontiers! One of the Inspectors in the Province of the Cape of Good Hope describes a school (Horee, A. 3) which illustrates the nature of this outpost work. It is situated in a narrow kloof on the north side of the Kouga river, and can be reached only by a two hours' ride on horseback from the nearest farm. The building, writes the Inspector, "is almost unique as a schoolroom; it is a portion of a wattle-and-daub hut, with just space enough for three desks; the teacher cannot take two paces in any direction, and the door must stand open all the time. There are tobacco plants suspended from the thatched roof, and various other stores hanging round the walls." The school, be it added, was opened quite recently, and a new building (24 ft. by 14 ft.) will be ready for occupation at the beginning of next quarter.

BOOKS OF THE MONTH.

Annals.

Cambridge University Calendar, 1912-13. Deighton Bell, 9s. net.

Architecture.

Early Christian and Byzantine Architecture. By Edith A. Browne. Forty-eight full-page illustrations. Black, 3s. 6d. net.

Art.

Portrait Medals of Italian Artists of the Renaissance. By G. F. Hill. Philip Lee Warner, 16s. net.
Medieval Art, from the Peace of the Church to the Eve of the Renaissance (312-1350). By W. R. Lethaby. Duckworth, 5s. net.

Biography.

Ten Great and Good Men: Lectures by H. Montagu Butler, D.D. New Edition. Edward Arnold, 3s. 6d. net.

Classics.

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To the Editor of *The Journal of Education*.

SIR,—I should be glad of space in your columns to write upon a matter on which, with many other gymnastic teachers, I feel very strongly; that is, the lack of responsibility shown by the form mistresses of secondary schools towards the physical development of the child in the classroom. Gymnastic teachers, after a hard fight, have made the teaching profession realize that formal physical training is not only a necessity under the artificial conditions of school life, but also a science requiring expert knowledge on the part of the teacher. But, as this realization has come to the average form mistress, so also has come the feeling that she may shift the whole of the responsibility of the child's correct physical development on to the shoulders of the gymnastic mistress. That it is impossible for her to discharge adequately that responsibility is obvious to anyone who will pause a moment to consider the division of time between mental and physical work which obtains in a secondary school. Out of twenty-five hours a week in school the gymnastic teacher has the child in her hands for not more than four, including games; and she sees the child under the best conditions—in the gymnasium or on the playing fields, when its movements are unhampered, its circulation vigorous. For the other twenty hours the child's physical development is under the supervision of the form mistress; its growth, not being confined to the four hours a week it spends with the gymnastic mistress, takes place for its greater part under the care of others; and, in school at least, not under the most favourable conditions. It requires, therefore, the more consideration. The form mistress has to guard against the effects produced by long sitting in cramped positions, by the awkward physical labour of writing, by the persistent tax upon the attention, by imperfect methods of heating, lighting, or ventilating the classroom; and she it is who, being responsible for the child's physical development during the greater part of its school life, and under such circumstances, not only knows least of its physical needs and desires, but has no realization of what is her responsibility in the matter. I use the word "realization" advisedly; superficially she is aware of the importance of the effects of school conditions upon the physique. She receives instruction upon the subject during her professional training; not what would be considered instruction in an elementary training college, where the teachers from the first are made wholly responsible for the mind and body of the child; but she receives a certain amount of information about the hygiene of the classroom and the ill effects of bad posture. This instruction, however, has no substance; it takes no practical hold upon the student's mind; and, when she finally takes a post in a secondary school, her observation of physical deficiencies and malpositions has been so little tested or practised that she simply does not recognize a harmful position when she sees it. Should this be pointed out to her, it does not strike her as a lamentable lack in her training; every good school, she reflects, has a trained gymnastic mistress on the staff, and anything pertaining to the child's physical development is her business.

The numbers of round backs and sunk chests we see in any collection of secondary-school girls, the preponderance of certain forms of spinal curvature, are sufficient to raise distrust of this generation's physical development in the mind of any observer. I myself, if called upon, can, from five years' careful examination of girls of eighteen to twenty who have come from secondary schools, give figures regarding spinal curvatures which, by themselves, form an indictment of the injurious positions which form mistresses allow the children in their classes to fall into, especially while writing. If you would see a class of girls at their best, go into a gymnastic lesson where careful correction of position is given. If you would see them at their worst, go into a preparation hour, where the mistress in charge is mainly on the watch for some

infringement of the rule of silence. Under which teacher's influence does the child, in its school life, principally come? Whose is the greater responsibility?—Yours, &c.,

October 13, 1912.

L. E. CROWDY,
Teacher of Physical Exercises,
St. Gabriel's Training College, Camberwell.

INCOMPETENT TEACHERS.

To the Editor of The Journal of Education.

DEAR SIR,—Some of us read with the greatest pleasure Miss Hodgson's article on Incompetent Teachers in the September number of your paper. But, when so many teachers up and down the country know the need of improvement in the conditions under which we work, why do we leave it for a mistress in a training college to open the subject and plead for the debutantes from her college? May I also comment on the remark, "the tenderest-hearted head mistresses might be trusted to reject the failures"?

I think I am right in saying that, if there is one privilege more than another to which the members of the Head Mistresses' Association cling, it is their absolute power in the matter of appointing and dismissing their assistants. If the tenderest-hearted of them all will, simply and solely on her own judgment, take her living from a woman who has chosen her life's work and spent years, energy, and money in qualifying herself for it, what can one expect from the normal and hard-hearted?

Many years of connexion with schools of all kinds has satisfied me that long-needed reforms in the conditions of girls' secondary schools are imminent, which will prove to be improvements. A system which gives autocratic power to head mistresses is sure to be abused by some, and who does not know that, in addition to the many happy schools of the land, there are the few to be avoided, because tact, common sense, and sometimes even a sense of honour are completely lacking in the Head? In such schools assistants can retain their position only by confusing "devotion" with adulation of the Head, and "loyalty" with mischief-making among colleagues; and one asks, ought these things to be?

Assistant masters have protected themselves by the Endowed Schools (Masters) Act, 1908. The N.U.T. this Easter, during the Conference at Hull, expressed its opinion that the same protection—*i.e.* that the power of dismissal be placed with the governing body of the school—should be secured to all assistants in schools supported by public funds. Some of the large educational authorities work strictly in accordance with this Act, and, wherever it has been in force for any length of time, one can say with truth it has answered admirably. Tyrannical autocracy has been eliminated, and with it the sycophant and the slave. Justice for all has brought happiness to all. Individuality and its refreshing effect on the taught is not checked.

The head mistress has "arrived" and enjoys comparative security of tenure, though no one would grudge her the right of appeal from the governing body to the Board of Education or the Registration Council. The assistant mistress is on trial, and, besides the sense of duty that both share alike, has the spur of ambition. Should not the assistant's position be secure against the faulty judgment of the head? Is failure in personal relations with *one* Head proof of incompetence in *all* classrooms? What guarantee have assistants of the justice to be expected at the hands of a woman who claims the absolute right to make or mar others? Will taking the power of dismissal from the Head and vesting it in the governing body—who, as a matter of discipline, will uphold her authority wherever possible—entirely undo the corporate life of the school? Consider all things, and is not the right to refuse a testimonial as much as anyone, particularly a public servant, ought to have?—Yours truly,

AN INCOMPETENT TEACHER.

CHRISTIAN EDUCATION OF WOMEN IN THE EAST.

To the Editor of The Journal of Education.

SIR,—Some months ago you allowed me space in your columns in which to state particulars concerning a Conference on the Christian education of women in the East, to be held at Oxford early in September. That Conference is now a thing of the past, but its influence is likely to be far-reaching in educational circles. The members consisted of about a hundred and fifty University women engaged in teaching, and the speakers included the President of the Association of Head Mistresses, the Principal of St. Mary's College, London, the Head Master of Repton, and other educational leaders. Work in the East was represented by Mr. Arthur Mayhew, of the Indian Educational Service, and Miss Garrett, Inspectress of Schools in Eastern Bengal and Assam, as well as by men and women who have had long experience in the service of missionary societies.

All the speakers alike insisted upon the urgency of the appeal which is made to the West by the needs of Eastern women and girls as they emerge from the seclusion of centuries into the freedom brought to them by Western civilization. The character of the education which they receive at this crisis is of supreme importance in determining the future not only of Eastern nations but of ourselves, for women are taking a conspicuous place in the new national movements, and the social problems which confront Eastern reformers are closely bound up with those which perplex us in England.

In view of the importance of the subject, a provisional committee to act as a body of reference has been appointed, the members being Miss Douglas, Head Mistress of the Godolphin School, Salisbury; Miss Gray, High Mistress of St. Paul's Girls' School, London; Miss Richardson, of Westfield College, London; Miss Wood, Principal of the Cambridge Training College; and Miss Woodall, Head Mistress of Milton Mount, Gravesend. Miss de Sélincourt, formerly Principal of the Lady Muir Training School, Allahabad, has consented to act as Honorary Secretary to the committee, and will be glad to receive any questions or suggestions sent to her at 26 Belsize Grove, London, N.W. At the request of the members a report of the Conference has been prepared, and its publication has been kindly undertaken by the Student Christian Movement. It will shortly be issued at 2s. net.—Yours faithfully,

A. W. RICHARDSON.

Westfield College, Hampstead.

MILL HILL SCHOOL.—On October 26 there was a large gathering of Old Millhillians and other friends of the school to celebrate the coming of age of the Head Master. Sir Albert Spicer, Chairman of the Governors, presided, and on behalf of the Governors offered to Dr. McClure his congratulations and thanks for the splendid services he had rendered to Mill Hill. It was mainly due to him that their buildings now stood on a freehold estate of no less than 80 acres, and comprised the new chapel, the gymnasium, the scriptorium, the sanatorium, the chemical laboratory, and the library. Dr. McClure had proved himself one of England's great head masters and had served not only the school, but the whole teaching profession. Major Temperley, as President of the Old Millhillians' Club, which now numbered over a thousand members, presented Dr. McClure with a gold watch and chain and a cheque, and Mrs. McClure with an opal and diamond pendant. The Captain of the School presented a service of silver plate on behalf of the boys. Sir Henry Miers, Principal of the University of London, unveiled a portrait of Dr. McClure painted by Mr. Fred Yates. The portrait was a good likeness of a good and great man. Dr. McClure, in responding, said that he and his wife were deeply moved by these spontaneous tokens of affection. He had that day received congratulations from China, Ceylon, Africa, and almost every part of the civilized world. The company then adjourned to the music schools, built by the subscriptions of Old Millhillians, and Sir H. Miers unveiled the commemoration tablet.

THE Cambridge Local Examinations Syndicate have issued Regulations for Certificates of Proficiency in Modern Languages. The examination will include (1) translation from English into French, (2) from French into English, (3) an English essay, (4) a French essay, (5) French phonetics, (6) oral: dictation, reading, and conversation. The same *mutatis mutandis* for German and English. The examination will be held in Cambridge and London, June 16–20, 1913, and is specially designed for teachers, and satisfies a long-felt want.

PATON'S LIST of SCHOOLS and TUTORS IN INDIA.

See next
two pages.

His Excellency the Viceroy.

"I am directed to thank you for the copy of the List of Schools which you have sent for His Excellency."

The Commander-in-Chief in India.

"His Excellency desires me to acknowledge receipt of the copy of this year's List of Schools. He will have it circulated at Army Headquarters, and feels sure it will prove of interest and value to those who have children they wish to place in schools."

H.H. The Maharajah of Jaipur, Rajputana.

"I am directed by His Highness the Maharajah to acknowledge with thanks the receipt of a copy of this year's List of Schools. The information which the book furnishes is very valuable and has interested His Highness the Maharajah very much."

H.H. The Maharajah of Gooch Behar.

"I am directed by His Highness to convey his thanks to you for sending him a copy of List of Schools and Tutors, and to assure you of His Highness' appreciation of this useful publication."

H.H. The Maharaja Gaekwar, Baroda.

"I have the honour to acknowledge receipt of your letter, forwarding for H.H. The Maharaja Gaekwar's acceptance a copy of your List of Schools for 1912, and thank you for the same on His Highness' behalf."

H.H. The Ruler of Bhopal.

"I write to acknowledge with thanks the receipt of a copy of this year's List of Schools which you so kindly sent to Her Highness the Ruler of Bhopal."

The Financial Commissioner, Punjab.

"I am much obliged to you for the copy of your List of Schools. I have more than once had to refer to your work in connection with my son's education."

The Archbishop of Calcutta.

"I have received your beautiful List of Schools, and have placed it in a conspicuous position in my library at the disposal of the parish priests of the town, who may have occasion to advise parents in the choice of a school for their children."

The Archbishop of Madras.

"I have much pleasure in acknowledging receipt of your beautiful edition of List of Schools, for which His Grace thanks you."

The Archbishop of Simla.

"The Archbishop of Simla is much obliged for the List of Schools, and he will be glad to refer to it in the case of parents asking advice re schools at home."

The Archbishop of Agra.

"His Grace the Archbishop of Agra directs me to inform you that he has received the book kindly sent him, and to convey his best thanks to you for the same."

The Bishop of Lahore.

"I acknowledge with thanks the receipt of your book, List of Schools. I am convinced that it will be very useful, as often parents come to enquire to what schools they can send their children."

The Bishop of Tinnevely and Madura.

"I beg to thank you most cordially for the copy of your most useful List of Schools and Tutors. It is a mine of valuable information, and I am very glad to have it."

The Bishop of Nagpur.

"I have much pleasure in thanking you for your 'List of Schools and Tutors, 1912.' As it contains some of the Catholic Schools, it may be at times of use to some of our people wishing to send their children to England."

The Archdeacon of Madras.

"I beg to acknowledge with many thanks the receipt of your List of Schools."

The Archdeacon of Bombay.

"I am in receipt of your copy of this year's List of Schools, which is very well got up and appears full of useful information for parents."

The Archdeacon of Lucknow.

"I have received the copy of this year's List of Schools, and hope this book will prove of interest and assistance to parents under my charge."

The Senior Chaplain, Bengal Establishment, Calcutta.

"I send you my best thanks for your present of a copy of your List of Schools for 1912, a very useful book."

The Senior Chaplain, Bengal Establishment, Darjeeling.

"Your List of Schools has come safely to hand. If I hear of people wanting a school, I will gladly show them your work."

The Senior Chaplain, Murree.

"Thanks for the copy of this year's List of Schools. When asked about recommending English Schools, I will consult your book."

The Senior Chaplain of Quetta, Baluchistan.

"Many thanks for your most useful book."

The Chaplain, Bareilly.

"I have to thank you for sending me a copy of this year's List of Schools. I hope it may be of interest and assistance to parents out here seeking schools for their children."

The Chief Engineer and Secretary to the Government, Punjab.

"I am in receipt of the copy of your List of Schools, for which I thank you. I have presented it to the Simla Municipal Library as a book of reference, and doubtless it will be consulted by the readers there."

The Residency, Nepal.

"I am obliged to you for the copy of List of Schools. It is a most interesting publication."

The Principal of Aitchison College, Lahore.

"I am much obliged by your sending me a copy of your List of Schools. It is a most useful book and has already been much in demand by my friends."

Pulsne Judge, High Court, Allahabad.

"Sir G. E. Knox thanks Messrs. Paton for the copy sent of List of Schools. He is often asked about schools, and will show the book to others."

Pulsne Judge, High Court, Calcutta.

"I have to acknowledge, with thanks, the receipt of the copy of this year's List of Schools. The compilation is most interesting and will be useful to my friends."

Pulsne Judge, High Court, Madras.

"I have to thank you for the List of Schools—it may prove of use to some of my friends."

The Vice-President, Legislative Council, Naini Tal, U.P.

"I am obliged to you for sending me a copy of your List of Schools, which will be of interest to my friends."

Member of Council, Simla.

"I am obliged for the List of Schools, which will, as it happens, prove very useful to some friends of mine."

Member of Legislative Council, Punjab.

"Many thanks for the copy of List of Schools; I have no doubt I shall find it very useful."

Member of Legislative Council, Oudh.

"List received, with many thanks. Although of no immediate interest to me, it will be in the course of the next two years."

Delhi Club, Delhi.

"I beg to acknowledge the receipt of copy of your List of Schools, which has been placed in the Reading Room."

Sind Club, Karachi.

"I beg to inform you that the List of Schools for 1912-13 sent by you has reached here safely, and that it has been placed in the Club Reading Room for the perusal of the Club Members."

Karachi Club, Karachi.

"I have to acknowledge receipt of your List of Schools for 1912-13, for the use of our Club, and for which I thank you very much."

United Service Club, Bangalore.

"I have to acknowledge receipt of a copy of your List of Schools, which is exhibited for members' references."

PATON'S LIST of SCHOOLS and TUTORS IN INDIA.

See preceding and
following pages.

Bengal Club, Calcutta.

"We have received, with thanks, a copy of your List of Schools, 1912-13. The book will be placed on the Reading Room shelf."

Bombay Club.

"I have to acknowledge, with thanks, the receipt of a copy of your List of Schools, 1912-13, for use of the members of the Club."

Gymkhana Club, Ootacamund.

"I beg to acknowledge, with thanks, the receipt of the copy of this year's List of Schools. The book has been placed in the Reading Room of this Club, where it will be accessible to all the members."

The Cooch Behar Club.

"I have to acknowledge, with thanks, the receipt of a copy of your List of Schools. The book is sure to prove a valuable acquisition to our Club library."

Roorkee Club, Roorkee, U.P.

"I have placed the copy of List of Schools on a table in the hall along with the English and country papers."

The Club, Ranchi.

"I beg to acknowledge, with thanks, the receipt of your List of Schools, 1912-13, which will be placed in the Reading Room of the Club."

Ootacamund Club, Nilgiris.

"I have the pleasure to acknowledge receipt of your List of Schools, 1912-13, which has been placed in the Reading Room of this Club for the convenience of members."

Shahjahanpur Club, Ltd., Shahjahanpur.

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German Club, Rangoon.

"We thank you for copy of List of Schools, 1912-13, which we have placed on one of the tables in the Reading Room of the Club."

Barrackpore Club, Barrackpore.

"I beg to acknowledge receipt of a copy of List of Schools and Tutors."

The Kasauli Club.

"The List of Schools has been received and placed on Club Reading Room Table."

Byculla Club, Bombay.

"I have to acknowledge receipt of your List of Schools, 1912-13, which will be placed in the Reading Room of this Club."

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"I have to acknowledge receipt of your List of Schools, which has been placed in the Reading Room of the Club."

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"I have received the List of Schools, for which I thank you. It will be placed on the Club Reading Room table."

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"I beg to acknowledge receipt of your List of Schools, 1912-13, and to inform you that it has been placed in a conspicuous place in the Gentlemen's Reading Room."

Gymkhana, Bombay.

"I beg to acknowledge, with thanks, the copy of your List of Schools, which I have placed in the Reading Room."

Cawnpore Club, Ltd., Cawnpore.

"I acknowledge, with thanks, the receipt of a copy of this year's List of Schools."

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"The copy of List of Schools to hand. It has been placed in the Reading Room of this Club amongst books of reference."

The Club, Dinapore.

"I have to acknowledge receipt of your List of Schools, with thanks. The same has been placed on the Reading Room table."

Deccan Club, Secunderabad.

"I have received the copy of your List of Schools, for which I thank you. I will have it placed in the Club."

Mangalore Club.

"I am in receipt of the copy of your List of Schools, for which I thank you. It has been placed on the Reading Room table, where it is accessible for our Members of this Club."

Kotagiri Club, Nilgiris.

"I am much obliged for the List of Schools, 1912-13, and I have placed it on the table of our Reading Room."

New Station Club, Mymensingh.

"I beg to acknowledge receipt of a copy of your List of Schools, 1912-13. It has been placed on the table where it is accessible to all Club Members."

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"I beg to inform you that the copy of your List of Schools has been received safely, and is placed in the Club Library."

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"I beg to acknowledge, with thanks, the receipt of your List of Schools. It has been placed on the Club Writing Table."

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"I thank you for the copy of your List of Schools, which has been placed on the Club Reading Room Table with the greatest pleasure."

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"I beg to inform you that your List of Schools, 1912-13, reached me safely, and I have placed it in the Club Reading Room."

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"I am directed to acknowledge with thanks the receipt of Paton's List of Schools and Tutors, which you have so kindly presented to this Department."

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See two
preceding pages.

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"I beg to acknowledge with thanks receipt of your List of Schools."

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The Chairman, University Library, Madras.

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"It will give me much pleasure to place the copy of your List in the Reading Room of my Hotel."

Grand Hotel, Calcutta.

"I have placed the copy of your List in an accessible position for the guests to see."

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"I shall place the book for the visitors in my Hotel where it will be accessible. I shall be obliged if you will send me another copy for my Poona Hotel, where I can assure you the best use will be made of it, and it will be put before all the visitors for perusal."

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OCCASIONAL NOTES.

WE give elsewhere the program and time-table of the Conference Week of Educational Associations, to be held in the University of London from January 6 to January 11. Thirteen associations have agreed to take part in the movement, but we have recorded only those meetings that are open. The object of the promoters, announced as long ago as 1906 in the *Teachers' Guild Quarterly*, was to bring together all the scattered ranks and sections of teachers for mutual intercourse and deliberation, and, if necessary, common action—in fact, to form an Educational British Association. We are still far from realizing this aspiration. The Head Masters still stand aloof, and it is hard to see how the N.U.T., by reason of its numbers, could ever join in. Yet the first and hardest step has been taken, and we have little doubt that the "Conference Week" will live and grow. The first subject to be discussed, "Should Teachers be Civil Servants?" is a burning question that concerns all teachers, and Mr. M. E. Sadler is the opener.

HITHERTO the Montessori method has been applied only to children of seven and under, and we have discussed it elsewhere as a new kind of Kindergarten, but Mr. Holmes believes that the truth and force of the principle is such that the lady's doctrines will find their way into schools for older pupils. On this point we should like to hear him at greater length. No doubt greater liberty for doing work in their own way and doing work in which they find a particular pleasure, because it suits their intellectual temperament, might well be accorded to

boys and girls, if it can be done without upsetting the school. On the other hand, painless, unconscious learning is by no means an ideal to be aimed at. What the teacher of older children has to do is to train them to learn with effort and hard thinking. And, so far from aiming at schools where children will be permitted to do merely what they like, one of the most important things schools can do—and possibly it is the thing they can do best—is to train children to do cheerfully and energetically what they do not like. The theory of the American humorist, "it does not matter what children do in school, as long as they don't like it," is not further removed from the truth than some of the "lollipop" doctrines of education which are so ardently advocated nowadays.

NEWMAN said that theology was the queen of sciences, and the University of Cambridge has decided that it is to be treated as a science, though perhaps not exactly in Newman's sense of the word. That is the meaning of the vote in the Senate, by which the Doctorate of Divinity has been thrown open to students of all forms of religious belief, or of no belief at all. The degree of D.D. will no longer connote the acceptance of the theology of the Church of England or any other theology, but only advanced knowledge of the subject. Study and thought are made perfectly free; the University reverts to its true function, which is not to fix belief, but to encourage learning—not to prescribe a doctrine, but to foster the examination of all doctrines. Theology becomes a science—that is, a body of knowledge the foundations of which are subject to investigation by each succeeding generation, and whose fabric can never be anything more than the clumsy attempts of the human mind to explain phenomena of the ultimate nature of which it must remain for ever ignorant.

WE have no desire to see the Inspectors of elementary schools drawn entirely from the ranks of elementary teachers, and we very much doubt whether the mass of teachers in primary schools desire it themselves; but there is certainly a strong case for some reform. The number of inspectors who have had any substantial experience of school work—for we can hardly reckon as such periods of six, ten, or twelve months spent in an elementary school—is insignificant. Many of them are appointed when very young, perhaps by Presidents who remember Disraeli's dictum, "Genius when young is divine." Unfortunately these young men are not all geniuses, nor is genius the thing that is specially required. What is needed is rather knowledge and experience, not only of schools but of men and women, breadth of mind, liberal culture, and the capacity to discriminate between the essential and the unessential, and to attach a quite modest importance to personal views. The question is how to get men with these qualities without narrowing the field of choice. We do not believe the problem is insoluble. We see no reason why the able University man who wishes to be an Inspector of elementary schools should not qualify himself by three years' teaching in such schools. If he has not grit enough to go through that mill, he might well be left to seek another avocation. A brilliant University man who would prefer an inspectorship in the secondary branch to a college tutorship or professorship would never expect to receive a nomination within a few months of taking his degree.

NOT many words of ours will be needed to recommend the scholarship fund which is being founded by the Assistant Masters' Association as a memorial of the attainment of its majority. The Assistant Masters' Scholarship Scheme. The scholarships are to be for the benefit of the orphan children of members of the Association, and are to be tenable at secondary schools giving a liberal education at moderate fees. The maximum for any one scholarship is to be £50, a rather surprising figure, and one which certainly indicates a very optimistic feeling amongst the masters. We are inclined to think that it would have been better to limit definitely the possibilities of help to the payment of day-school fees. However, that is a detail. The essential point is that secondary teachers are less helped by their own comrades than the members of any other profession, and this scheme will do something to remove the stigma. Is there any other body of craftsmen which has not its orphanages and its benefit societies? It is remarkable, too, how little favour teachers get from schools in the education of the children. Doctors and nurses attend one another without charge. In Germany special terms are granted to the sons and daughters of schoolmasters, but in England the number of schools which take the children of teachers at reduced fees is very small indeed. The clergy probably get quite as much from educational institutions as those who work them.

THE Deptford School Clinic, the second annual report of which has just been published, is doing a great pioneer work under the management of Miss Margaret McMillan. Not only are the suffering children of what is one of the gloomiest and unhealthiest parts of London being advised and treated to the number of about 6,500 every year, but an open-air day school and an open-air night camp have now been instituted for the benefit of those who live in the worst surroundings. Such cases constitute the hardest problem for those who are fighting the battle against disease amongst the very poor. Anæmia and debility—the result of bad air and insufficient nutrition—cannot be cured by anything except a lengthy stay in healthy surroundings. Space is the first requisite, and space is not easily obtained in Deptford. A vicar has, however, granted the use of a churchyard for the open-air school—an example which we hope may be extensively followed—and a bit of waste land afforded a site for the night camp. The work is still in the experimental stage, but the results so far have been very satisfactory, all but two of the thirty-seven children treated having increased in weight during their stay.

OF the cases of disease treated at the Clinic about three-quarters are maladies of the eye, ear, throat, nose, or skin. The work is, therefore, as closely connected with education as with hygiene. The Parents. senses are the earliest instruments of learning, and how can a child learn who sees and hears with eyes and ears that are dulled by disease? Curiously enough, the parents are very attentive to any indications of anything being wrong inside a child, but are heedless of disorders that lie on the surface. It is, however, pleasant to read that even the poorest are, as a general rule, as much concerned for their children's health as well-to-do people are. The Northern farmer's doctrine that "the poor in a

loom is bad" finds no support amongst Miss McMillan's helpers. Their chief sins are ignorance and poverty. In Deptford, indeed, it is not the love of money, but the want of it, which is the root of most, if not all, evil. The only real remedy, say the authors of the Report, for this mass of child-disease is a big increase in the wages of the Deptford working man.

MORE than one indication has come from the Civil Service Commissioners lately of a distrust of the value of scientific education. In the Class I examination the marks for certain scientific subjects have been reduced, and in the examination for certain junior appointments (ages eighteen to nineteen and a half) a readjustment of subjects is announced, to come into force in 1914, which will handicap boys from schools specializing in science as compared with boys from schools specializing in the classical languages. We are not told whether these decisions are based on the considered views of the Commissioners as a body on the relative value of scientific or linguistic training for Civil servants, though Mr. Leathes's personal opinions on the question are well known. This is one of those contentious questions on which complete agreement must not be expected among teachers; but all teachers will join in regretting that no machinery has hitherto existed by which their opinions could be represented on practical proposals affecting so closely the work and organization of schools. We trust that the Teachers Registration Council may be able to do this important work in the future.

ARE there any professional men who are so grossly misrepresented by popular writers as teachers? We have just been turning over the leaves of the pamphlet issued by the *Daily Mail*, called "What the Worker Wants," in which many eminent persons air their views about education. Here are two particularly bad displays of either ignorance or mendacity. Mr. Galsworthy writes on the spirit of "caste" in public schools. What he says has an element of truth in it, but the exaggeration is gross, as may be judged from such a typical sentence as "The public school presents a practically solid phalanx of the fortunate, insulated against any knowledge of, or sympathy with, the less fortunate." Has Mr. Galsworthy never heard of school missions? Even more reckless is Mr. Norman Angell, in speaking of elementary schools. "We make the future citizen," says this popular pamphleteer, "memorize the counties of England and their capitals, the names of kings and the number of their wives, and the heights of the mountains of Asia, the names of the capes and headlands on the other side of the world, and the 'parts of speech.'" This is not even a decent caricature. If professions could sue for libel, Mr. Norman Angell would be a ruined man to-morrow.

NEED a museum be a synonym for dullness? This is the question suggested by Lord Sudeley's letter to the *Times* Educational Supplement on the uses to which the national collections might be put. His lordship rightly thinks that we do not do nearly enough to utilize our museums as educational influences. Something has been done in this direction, as we showed in a recent article.

Lectures are given in the British Museum and the Natural History Museum, and parties of adults and school children taken round under competent guidance; but our other collections are still given up mainly to people who wander aimlessly about and look with ignorant eyes at objects which have revealed the secrets of Nature to understanding minds. The art galleries provide no teaching whatsoever. What a pitiful waste of opportunities for stimulating interest in pictures, improving taste, and showing people how to use their minds as well as their eyes in looking at paintings! In Berlin courses of lectures are given every winter in front of the works of art in the great galleries. Why should it not be so in London? This is the case in which the University Extension system might be still further extended.

THE Committee of the British Association appointed to investigate the subject has not found much to condemn in the overlapping of schools and Universities.

Overlapping. Their view seems rather to be that a certain amount of such overlapping is both inevitable and harmless. There will always be clever boys and girls who reach the level of University learning before they are old enough to go to college. A good Sixth Form must always be far ahead of a class of passmen in their first year. The teaching of the beggarly elements by University professors is, however, less defensible; but the Committee appear to think that it is not avoidable, though they deprecate Universities preparing students for matriculation. Their final suggestion is for two school-leaving examinations—one suitable for pupils of about sixteen, the other fitted for those of eighteen or nineteen.

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"I have an intimate knowledge of French, German, and Italian. I can talk them fluently, and am well acquainted with their literature. I wrote the articles on Dante and Goethe in the tenth edition of the 'Encyclopædia Britannica.'" Moreover, he is perfectly certain that this marvellous proficiency in modern languages is due entirely to the strictest classical diet on which he was brought up to the age of three-and-twenty. Consequently, he is a devoted supporter of "compulsory Greek." He thinks it a fatal mistake to suppose that, by giving less time to Greek and Latin, we shall advance the study of French and German. "It is admitted that the knowledge of German, which fifty years ago was the mark of a scholar, is rapidly dying out; that Italian, which a hundred years ago was studied by all cultivated English men and women, is now entirely neglected; and I doubt whether French is as familiar to Englishmen as it used to be." The future *Everyman* will know Latin and Greek as a matter of course, and all other languages shall be added unto him.

MR. BROWNING, in his modesty, suppresses the fact that he also wrote for the same work the article "Education," but he gives us his views in a nutshell. There should be one public education, which might be termed **Greek the Corner-Stone.** "Civic." "Secondary" denotes nothing, and connotes merely a higher social standard and a

greater devotion to sport. Nowhere is the distinction between primary and secondary more senseless than in training colleges. "The only difference between these two departments is that the secondary training is much more expensive and far less effective." *Experto crede*: Mr. Browning was for eighteen years the Principal of an elementary training college. By passing intending teachers from the primary to the secondary school we only corrupt their morals and teach them habits of idleness. That is Mr. Browning's experience. How, then, is our national education to be reorganized? The panacea is a universal State Leaving Examination of three kinds: one including Latin and Greek, one Latin without Greek, one with neither Latin nor Greek. "These examinations should also include, in different degrees, a certain amount of history, mathematics, and science, and should exhibit a power of writing English." We only report, and do not presume to criticize; but we may suggest that "exhibit" is hardly *le mot juste*; that the third kind of leaving examination needs a little more definition, and would ask whether Mr. Browning's Civil School of the future will admit English literature and modern languages as facultative studies, or insist on Greek as the one foundation of culture—"an essential part of the higher school education."

THE London Education Committee has entered a formal protest against the decision of the Board of Education to allow bursars to become uncertificated teachers, as indicating that, in the opinion of the Board, uncertificated teachers should be permanently recognized as forming part of the staffs of elementary schools. The result of this policy, if adopted, must be to render more precarious the chances of employment for trained certificated teachers and thus to deter "the more intelligent members of the younger generation" to go through a course of training which tends to become longer and more arduous. The report presented to the Committee brings out the striking fact that the number of uncertificated teachers on the staffs of elementary schools in England has actually increased in recent years. Their number in 1910-11 was more than forty thousand. Statistics of this kind are more eloquent testimony of the progress—or, perhaps we ought to say, the stagnation—of education than printed reports or ministerial statements.

BY means of a question in Parliament, Sir Philip Magnus has elicited the fact that the fee of one guinea paid by teachers for registration in Column B of the old Register of Teachers has been refunded by the Board of Education in 4,581 cases out of 11,660. Only six months were allowed by the Board for applications to be received, which cannot be regarded as a generous allowance—at any rate, in the case of teachers living in the colonies. No formal advertisements were issued to newspapers announcing the intention to refund the fees; nor, apparently, was any attempt made to communicate directly with the teachers concerned. If the Board recognize a moral obligation to refund the fees, their consciences must be uneasy when they realize that the Treasury has retained more than half of the money. We learn as we are going to press that the limit for repayment of Registration fees has been extended by the Board of Education to 28th February, 1913.

LOCAL AUTHORITIES.

Agricultural Education. LOCAL Education Authorities will be well advised to proceed with extreme caution in subscribing to the proposals of the Board of Agriculture for the formation of Advisory Councils for Agricultural Education. One

of the chief merits of the Education Act of 1902 was that it placed upon the bodies responsible for local government the provision and maintenance of educational facilities. The system of Joint Advisory Councils is a revival of the discredited method, favoured by Government Departments, of avoiding dealings with statutory rating authorities and creating special bodies for special purposes. Thus the Joint Advisory Councils, it is proposed, shall be of a hybrid constitution, the controlling influence in which may easily be out of sympathy with the views of the statutory Education Authorities. The Councils, it is proposed, shall be invested with various duties of inquisition and interference—duties harmless enough perhaps as they stand, but readily convertible into powers.

The Course of Secular Instruction. THE Education Act of 1902 is commonly supposed to have conferred upon Local Authorities some powers of direction as to the secular instruction to be given in the schools, and the Code for 1912 implies that the prescribed curriculum may be varied when the Board is satisfied

that the modification is justified. Although this means that any proposals of an Authority must be approved by H.M. Inspector, it is probable that any Education Committee dissatisfied with the indefinite consequences of the present system will be permitted to embark upon "judicious and well considered experiments." If they think "too many subjects are being put before the little minds of to-day," there appears to be no reason why they should not propose a simplification of the timetable.

Plain Speaking. MR. WALTER DIXON, the President of the West of Scotland Iron and Steel Institute, has ventured to express some plain opinions on the work of elementary schools, based upon inquiries among those who control

collectively about two hundred thousand men. He says that, while some form of education is a national necessity, the system as carried out to-day satisfies nobody and renders most people dissatisfied. He declares that any book-learning outside the rudiments of the "three R's" is outside the requirements of 90 to 95 per cent. of the usual manual workers, and that the tendency of industrial development is to depend upon automatic or semi-automatic machinery and automatic or semi-automatic workers. We do not gather that Mr. Dixon has any desire to deprive the child of the manual worker of educational opportunities or to restrict any rational attempts to render the school process effectual in producing good men and useful citizens. His point is that the present system has for its object results which are not required, and fails, as regards a large proportion of the scholars, in certain essentials.

The "Three-R Man" and Mr. Holmes. "THE man in the street, generally a 'three-R man,'" said the President of a local Association of Teachers the other day, "was apt to set up his standard as the acme of perfection and contrast the present-time scholar with the product of the 'good old

days.'" It is natural for the man in the street to adopt this attitude, for he is aware that expenditure is constantly increasing, and he is unable to detect any tangible improvement in the products of the system. He is inclined to believe, therefore, with the Education Committee for Wolverhampton, that the school curricula has become so extended that the large number of subjects taken are crowding out the important subjects of reading, writing, and arithmetic. The time may come perhaps when efficiency in those branches of knowledge will not be regarded as the best, or only, evidences of mental development and school discipline. Mr. Edmond Holmes, approaching the question from an entirely different standpoint, believes the present system of education to be fundamentally erroneous. He told the Surbiton Branch of the Parents' National Educational Union, recently, that the child, instead of being helped to win its way to knowledge, was overburdened with items of information. Instead of being encouraged to reason things out for himself, he was burdened with formulae and tips of various kinds. The result was that he became largely mechanical. Not his reasoning faculties alone, but the whole range of his perceptive qualities, were starved and forbidden to exercise themselves except within the narrowest possible limits.

The President of the Board. MR. HOLMES, as the advocate of "what might be," requires for the satisfactory application of his principles a world where the economic, social, and industrial conditions are what they are not. The Local Authority wants

to know what should be done under existing conditions to render the work of the schools more productive. Speaking at Rotherham recently, the President of the Board of Education agreed that the subjects to be taught in schools should be so selected as to make the best preparation for life's duties, having special regard to the industries in the district in which the child might be situated. Mr. Pease did not suggest the particular subjects which would be likely to afford the best preparation for the duties of life, nor did he venture to indicate how far it is practicable to modify the curriculum so as to provide a preliminary training suitable for varying industrial requirements.

Views in Wiltshire. THIS question has recently been carefully considered by a special Sub-Committee in Wiltshire. While recognizing that it is their duty to prepare the majority of boys and girls for manual occupations, they have no

desire to overlook the special wants of the minority. "They also remember that schooling should not be solely concerned with a preparation for wage-earning pursuits; children must be taught how to live good, happy, and healthy as well as useful lives; they must learn how to occupy their leisure as well as their working hours. . . . The real test of the educational value of a subject in an elementary school is whether, and to what extent, it can be made to help to the realization of the aim of developing the highest qualities of body, mind, and spirit suitably to the age of the children. Nor is it to be realized by making the curriculum ideal only and not also practical." The Wiltshire Committee is to be congratulated upon its careful consideration of the problem and upon its well balanced conclusions.

The Advocations of Rural Children. BEFORE dealing with this matter, the Wiltshire Committee collected statistics of the occupations pursued by children after leaving the schools. Information was obtained from forty villages with reference to boys and

girls who left school in the years 1904 to 1908; and from twenty villages regarding the present employments of boys who left school in the years 1896 to 1900. The former return dealt with 1,467 girls and 1,525 boys, and the latter with 854 men. It was found that, in the case of girls, 82 per cent. undertake domestic work, and, of 9.7 per cent. who follow industrial pursuits, nearly all are engaged in work involving knowledge of domestic matters. Of the boys, more than half commence agricultural work when they leave school, but many drift into other occupations after the age of twenty. Some, it is stated, return to agriculture later in life. More than a quarter of the boys eventually undertake industrial work, 11 per cent. join the public service, and about 9 per cent. find commercial occupations. The number who become clerks or follow other literary pursuits is small.

Proposals in Wiltshire. THE general conclusion of the Committee is that teaching in the rural schools has not been sufficiently adapted to the environment of childhood and to the needs of country life. It has been too exclusively connected

with the study of printed matter and too little concerned with the child's personal observations and difficulties. If sufficient attention is given to handwork, encouragement should be given to other subjects which have a direct bearing on the future occupations of the children. They should be taught habits of cleanliness and order and the principles of health. More attention should be given to the study of Nature.

Leicestershire. THE report of Mr. W. A. Brockington, the Director of Education to the Leicestershire Authority, upon visits of inspection during the past year contains matter of considerable interest. He says: "One is tempted

to emphasize afresh the importance of 'foundation subjects' and to deplore any tendency to neglect these subjects in favour of more conspicuous 'accomplishments.' In a highly civilized community there are other fundamentally useful methods of self-expression than the dexterous manipulation of clay or the colouring of pretty flowers. That school is best which does not supersede, but properly co-ordinates (or, may we say, subordinates) such studies to the more solid parts of learning. In schools where 'show work' is apt to be over-emphasized, one frequently observes that the ordinary teaching methods are wanting in strenuousness. . . . Especially is there an insufficient appeal to the faculty of memory which is most active at an age when the judicial and reasoning faculties are comparatively dormant."

Teachers in Leicestershire. A STATISTICAL table giving the number of teachers of each grade employed in the schools on the appointed day July 1, 1903, and on the corresponding date of 1912 shows that the number of adult teachers has increased from 884 to 1,103; certificated assistants have nearly doubled in number, and the uncertificated have increased from 232 to 389,

while the supplementary have decreased from 212 to 148. Mr. Brockington points out, as a sidelight upon the prospects of recruiting for the teaching profession, that in 1903 the number of pupil-teachers employed provided a supply of about 70 teachers per annum. The total possible number of regular recruits in the year 1911-12 was 39.

THE Derbyshire Education Committee, with a view to obtaining a better supply of pupil-teachers, has resolved to try the experiment of engaging probationers who, from fourteen to sixteen years of age, will serve half-time in school, study under the general direction of the head teacher, and receive a small salary. The Committee also records an important decision given by the Board of Education with reference to the employment of married women teachers. The Board holds that it is not competent for a Local Authority to regard a woman as disqualified, by the mere fact of marriage, from holding, or being appointed to hold, the post of teacher in a voluntary public elementary school.

THE County Borough of Brighton, it appears from the report for the twelve months ended March 31, 1912, is in the fortunate position of not having had to increase its education rate by more than a little over 1d. in the pound since the appointed day in 1903. The total cost of maintenance per child in average attendance is £3 8s. 7d., of which £1 8s. 9d. is derived from the rates. The Committee states that the number of candidates for the teaching profession in Brighton, as in the country generally, still falls considerably below the normal supply. The Committee's scheme makes provision for fifteen boys and forty girls annually. The numbers for the past three years being as follows:—1909-10, 12 boys, 27 girls; 1910-11, 10 boys, 19 girls; 1911-12, 6 boys, 24 girls.

A HIGHER Education Exhibition of the work of secondary art and technical schools in the County of Warwick was held recently, and proved to be of considerable interest and value. The exhibition included drawings and paintings from art and secondary schools; engineering exhibits; cabinet work, metal work, jewellery and enamelling from technical schools; examples of domestic handicraft and garden produce. The work was carefully reviewed by competent judges, and their reports are encouraging. About five thousand persons visited the exhibition.

SCIENCE NOTES.

ASSOCIATIONS of science teachers do much good by bringing together workers with a common aim who would otherwise remain in depressing isolation. As regards the help afforded to its members by the Association of Public Schools Science Masters, it is obvious to all who have attended its meetings that much is learnt in those matters of detail which influence the degree to which the teaching is effective. By narrowing the range of the schools from which members are drawn, there has been a considerable gain in the similarity of the problems and conditions with which each member has to deal in his professional practice. The newly formed Association of Science Mistresses, which held its inaugural meeting last Saturday, will be in a position to offer corresponding opportunities for discussing science lessons suitable for girls in secondary schools, and we wish it a successful career—it undoubtedly should fill a too obvious lacuna.

WHEN provision has thus been made for meeting and debating the problems of particular sections of science teachers, there yet remains the necessity for bringing together the workers in different types of educational institutions where science forms part of the curriculum. Only by this means can we rightly attain a proper realization of the function of our individual occupation viewed as part of national education. The British Association helps some of us, but only a minority, for many cannot attend its meetings, on account of the difficulties of time, distance, and expense. We are very glad, therefore, to see that the Teachers' Guild has taken, in a quiet and modest but thoroughly sound way, a step towards bringing together all kinds of science teachers by forming a Science Section of the Guild Education Society, for which the chief credit is due to Mrs. White, D.Sc. The first meeting was held last month, and Mr. R. H. Adie chose a subject which certainly asks for treatment on broad lines.

MR. ADIE has had much experience as a lecturer at Cambridge, and as inspector and examiner of schools, and it is not surprising that his theme was "The Training of the Science Teacher." His own vacation courses at Cambridge have helped teachers in acquiring technique and in the valuable art of selecting suitable material. For teaching science to "specialists," Mr. Adie thought training less important; but he laid stress on the necessity of training teachers who were to work in schools where science was properly prized for its educational value, and where, in consequence, the work began with young pupils on experimental lines. Many college advisers persuaded the science undergraduates to take the second year's course without going through the work of the first year, and this was regrettable, as the first year's course contained material suitable for schools. A difficulty connected with training being concurrent with a degree course arose from the fact that many science graduates only determined to become teachers when they found, at the end of their course, that more attractive posts were out of their reach. Mr. Adie rightly insisted that such graduates should be obliged to train, but did not enlighten us as to how this should be effected.

THE London Branch of the Mathematical Association is keeping up the reputation for fresh and vigorous work which it so quickly established. But it seems that mathematicians are as keen at play as at work—which is saying much. We judge thus from the delightful social gathering which took place at the Regent Street Polytechnic, when Mr. and Mrs. Abbott received a large number of visitors; and cinematography rivalled kinematics and mathematic was mated with music.

IN his Huxley memorial lecture last month on the antiquity of metals, Prof. Gowland dealt with a subject of particular interest to those who teach chemistry by the historical method, or, as some prefer to say, in the order of discovery. Of the commoner metals, gold, iron, and copper occur native, and were doubtless the first to be known; but the use of native metals was insufficient to affect appreciably the old stone-age culture. Gold, as found in the sands of rivers, was practically useless. The oft-quoted suggestion that the earliest used iron was native, whether of meteoric or telluric origin, has no evidence on which to stand. The fact is that iron ores are reduced to metal at a considerably lower temperature than the ores of copper. (Any schoolboy with a blowpipe and charcoal can verify this.) There is evidence of iron-smelting at a remote date in Asia and Africa, long before the first European smelting was practised near the head of the Danube. Nevertheless, copper, or its alloys with tin, antimony or arsenic, was the first metal to be put to practical use, and the discovery of the smelting-furnace dates from the camp-fire ringed with stones, among which there chanced to be a lump of copper carbonate, tin stone, or hematite.

THE KNELL OF FORMAL TRAINING.

By CHARLES J. WHITBY, M.D.

FROM the days when Plato lived and wrote, nearly four hundred years before Christ, until quite recently, it has been held that in education the formal element was of infinitely greater importance than the substantial—in other words, that it matters comparatively little what in particular is taught but a very great deal *how* it is taught. This theory was based upon a conception of the mind which regarded it from a metaphysical rather than from a physiological standpoint. It was thought of as consisting of a number of distinct faculties—attention, perception, memory, reflection, and so forth; and the idea was that these faculties might be strengthened by exercise, just as the body or its limbs can be strengthened by gymnastics. And then it was supposed that these faculties, once developed and strengthened to the requisite degree of general vigour, might be employed with equal success upon any and every subject. Among students of scientific pedagogy this theory of education is technically known as that of "formal discipline"; and it is the theory which underlies the traditional method of our great public schools and Universities. It is also, consciously or unconsciously, implied by the arguments of all those who advocate the retention of Latin and Greek among the compulsory elements of the public-school curriculum as against those

who would substitute modern languages or science on the ground of their greater utility.

The distinctively modern view of education—a view which, under the stress of new economic needs and conditions, is every year growing stronger and more confident—is altogether opposed to the theory of “formal discipline.” In the first place, the modernists regard the psychology upon which the traditional view is based as obsolete and, in the main, fallacious. The mind is not rightly to be regarded as a set of abstract faculties capable of being used with equal success upon any and every subject. This view is much too general—it leaves out of account the infinite diversity of mental tastes and aptitudes.

Thus the mind of a given individual, instead of a general faculty of attention, will have a tendency to attend, or a habit of attending, to certain things (which interest or attract him), and of disregarding many, or indeed most, other things. Instead of a general faculty of memory, this mind will have a great power of remembering certain facts or orders of fact, and a great power of forgetting others. Instead of a general faculty of reflection, it will have a decided aptitude for thinking keenly and fruitfully upon certain subjects and a decided disinclination to think at all about others. If the old-fashioned “faculty” psychology were true it would be quite impossible to account for the fact, which even its most zealous adherents must admit, that a man may be a phenomenally brilliant classic scholar and yet almost an imbecile in the sphere of mathematics. On the other hand, many a senior wrangler has proved himself perfectly inept in regard to the study of Greek and Latin. So far from the mental powers being as a rule general, they are then, as a rule, markedly specific: the vast majority of minds have decided affinities for certain orders of knowledge and equally decided aversions to others. And, such being the case, it follows that, if the best and most fruitful results are desired, education must be based upon due recognition of this fact of idiosyncrasy, and must not waste itself in the fruitless task of treating all minds alike, or in the vain effort to make silk purses out of sows’ ears.

The contest between the old and the new theory of education is not a mere matter of argument. Many investigators have devised and carried out ingenious experiments with a view to testing the points at issue. Some of these experiments are described in a little book recently published by the Professor of Education at the University of Virginia*—a book which gives a very clear and accurate account of the present position of this important controversy. The main question to be decided—the question upon whose correct answer depends the choice between the old and the new doctrine—is that of the transferability or otherwise of the effect of training from one bodily or mental function to another. Thus, to take first a very simple case, five University students were practised for a time in keeping two solid rubber balls going with the right hand, catching and throwing one while the other was in the air. When a certain degree of skill in doing this with the right hand had been reached, the skill of the left hand was tested and compared with what it had been before the training of the right hand had begun. It was found that in all cases the training of the right hand had produced some increase of skill (by “cross education”) of the left hand also, and even that the subjects were more skilful at the balls with their unpractised left hands than before the training they had been with their right hands. At first sight it might seem that this result supports the doctrine of “formal discipline” by proving that local education has general value. But the catching of balls is a very specific activity, and the right hand, which has had a great variety of training, that on the formal theory ought to make ball-catching come quite naturally, nevertheless needs a good deal of special practice before the maximum of efficiency is attained. That the knack, once acquired, is to a considerable extent shared by, or easily transferred to, the left hand, is probably attributable partly to some common mental factor and

partly to the training of some nerve centre involved in movements of either hand.

Experiments conducted by Squire and others to determine whether the habit of producing neat working in arithmetic will affect the neatness of written work in general resulted in an “almost startling” failure to produce any such result. On the other hand, Ruediger found that, by emphasizing and continually discussing the *ideal* of neatness in connexion with one subject exclusively until decided improvement therein had been produced, it resulted that a lesser, but still definite, improvement in regard to neatness was evinced in other subjects also. The moral of these two sets of experiments is obviously that, whereas a mere habit is unlikely to be transferred from one function to another, a conscious ideal has a far better chance of such transference.

Further experiments described by Prof. Heck tend to show (1) that proficiency in mathematical reasoning has no necessary relation to ability in practical reasoning; (2) that 50 per cent. of the best of a number of students in law were conspicuous for their poor performance in mathematics; (3) that accuracy in spelling is independent of accuracy in multiplication; (4) that it is inaccurate even to speak of arithmetical ability, because the study of arithmetic makes demand on a plurality of abilities: a conclusion which negatives the complete transfer of abilities from one phase of the *same* subject to others; and (5) that “it seems possible to improve the accuracy of numerical computation *without any certainty* that we shall thereby increase the accuracy of arithmetical reasoning.” All these results favour the modern claim on behalf of idiosyncrasy, to be taken into account in education much more seriously than has been hitherto done. For they warrant Prof. Heck’s assertion that “we are more or less a bundle of specific abilities and of specific inabilities”; and show the absurdity of the formalist’s desire to force all minds into one mould or pattern.

Since “the training of the mind in regard to one subject results in a specialized ability to deal with this subject rather than with other subjects,” it is obvious that, in the choice of the subjects for a given individual’s curriculum, it will be to his advantage to include matter as closely as possible allied to, if not identical with, that with which he will have to deal in subsequent life. Otherwise he will certainly find himself handicapped in the economic arena, as against those who are so equipped. On the other hand, the claims of culture must not, of course, be ruthlessly sacrificed to those of a narrow specialism or a sordid utilitarianism. While insisting, as against the traditionalists, that for the vast majority, if not for all, utility must be the principle of the selection of subject-matter for education, we can agree with them that the teaching must not be, in the narrow sense, utilitarian as to form. Rule-of-thumb teaching must be avoided; what we have to aim at is not the production of creatures of habit, however skilful, but intelligent, high-principled, and competent citizens.

MR. T. E. PAGE ON THE DECAY OF CLASSICS.

ON November 8, at King’s College, Strand, the London Branch of the Classical Association was formally constituted, and officers were elected. Sir Frederic Kenyon presided, and called on Mr. T. E. Page to give the inaugural address.

Mr. Page said that the object of the Branch, as it appeared to him—not to listen to learned discourses by professors, but to bring together men of the same calling for social intercourse and interchange of opinions—would best be carried out if he gave them, not a lecture, but a little of his personal experience. During the last fifty years he had noted two coincident but contrasted facts. In the study of classics by specialists there had been a vast increase. To the classical student of fifty years ago epigraphy, philology, archaeology were scarcely known. The inspired gospels of his schooldays, the old Oxford texts, Arnold’s “Thucydides,” Blakesley’s “Herodotus,” Paley’s “Aeschylus” were as dead as Potts’s “Euclid” or Colenso’s “Algebra.” But during the same period there had been an equally rapid decrease in the number of boys who learned classics and of grown-ups who cared for them. As

* “Mental Discipline and Educational Values.” By W. H. Heck, M.A. (John Lane, 3s. 6d. net.)

a boy of twelve he had stood in class repeating from Wordsworth's "Greek Grammar" (written in Latin) the irregular verbs, a stroke of the cane marking each mistake. The democratization of education was the popular cry of to-day, and were an attempt made to restore the old classical discipline they would see Ministers of Education promoted with a rapidity greater even than what they were accustomed to. He then passed to Shrewsbury under Kennedy, the greatest head master of the last century, and there did absolutely nothing but classics. In the time-table mathematics was set down for Saturday morning, but that day they reckoned as a whole holiday. For thirty-seven years he was a master at Charterhouse, and in his time Greek was regarded as an absolute essential in entrance examination. When he left, the Modern Side outnumbered the Classical, and on the Modern Side there was no Greek and the modicum of Latin was a farce. And yet Lord Haldane, in his speech to the British University, had given his opinion that a literary, and *par excellence* a classical, education was the best training for the Higher Civil Service.

The fault lay mainly with the teachers. The number of good classical teachers was steadily diminishing, and the standard was deteriorating. Honourmen to-day knew all the metrical evolutions in the prefaces to Jebb's "Sophocles" (they reminded him of skating figures), but they could not, to save their lives, write a Greek verse. If it were not for our schools the study of classics would become extinct. Two causes were co-operating in the same direction—the enormous increase of wealth acquired by commerce, and the growth of scientific knowledge in every department. In spite of Dr. Leaf, who had been telling us that Troy was taken in the interests of commerce, and of a French critic, who had proved the Odyssey to be a Guide to Phœnician mariners, commerce and a study of literature were not likely to be found in close alliance.

In elementary schools the demand was more and more for technical and manual instruction to the exclusion of letters. In grammar schools Greek and Latin were being driven out, and soon no literature would be left. Twenty years ago rich parents did tolerate Latin and Greek, now they demanded paying subjects and soft living. No mother would now dream of sending her son to the Shrewsbury of his day, *τραγέια ἀλλ' ἀγαθὴ κουροτρόφος*. The cult of head masters, the best of weather-cocks, had become the cult of the average boy, and ten years hence Greek would not be set in any entrance examination.

It was assumed that the defenders of classics have a contempt for all other studies, but nothing could be less true. Greece was the nurse and foster-mother of science, and the noblest tributes to science and men of science are to be found in Lucretius and Virgil. To meet the difficulty caused by the conflict of old and new studies, the head masters, after a period of complete torpor, have produced a scheme which has received the very dangerous approval of the daily press. It was, in fact, a pyramid with the mother tongue as a basis, rising by steps of French and Latin to Greek as the apex, with (Heaven save the mark!), as an alternative, German. How many, he wondered, would reach the pinnacle?

Ladies were the one gleam of hope he had seen in his lifetime. They had taught classics effectively. Would they communicate to us men the secret of interest? We wanted teachers who would inspire, and teaching in public schools was at a discount. Our present head masters were appointed not for their teaching powers, but for their merits as hotel-keepers and experts in sanitation. Fifty years hence none but doctors and cooks need apply. If for the future classics must be taught in half the time, we must teach them as literature and jettison all the learned lucubrations beneath which the Homer of our boyhood is buried. According to Dr. Leaf, the Catalogue is the most interesting part of the "Iliad," and your up-to-date teacher sees in Helen not

"the face that launched a thousand ships
And burnt the topless towers of Ilium,"

but debates whether the brooch unearthed at Hissarlik is of the true Mycenaean pattern. If his edition of Horace had any merit, it was because when he wrote it he was totally ignorant of what is now called Horatian scholarship.

UNIVERSITY CORRESPONDENCE COLLEGE.—On Friday, the 22nd ultimo, University Correspondence College held its annual Reunion at the Holborn Restaurant, when nearly a hundred tutors and students foregathered. A reception by the Principal preceded the dinner in the Throne Room, and an enjoyable program of songs and speeches followed it. In returning thanks, the Principal stated that for nine consecutive years the total of University Correspondence College successes at London University had exceeded a thousand. At the September Matriculation, the College students had formed 25 per cent. of the List, and at B.A. more than half with 76 per cent. of the Honours in Modern Languages. At B.Sc. the successes had numbered 120, with 18 in the recently founded Faculty of Engineering. During the last twenty-five years 4,337 degrees had been obtained at London University by the College students.

GIFT BOOKS.

Sallie's Children. By MARGARET BATCHELOR. (3s. 6d. Chambers.)—Sallie's children are certainly startling young people, and it says much for the peppery grandfather that he put up with them at all. Sallie herself seems to have enforced discipline by means of her second best umbrella or a slipper, and, in the hands of a quick-tempered person, these might be persuasive; but the girls' manners leave much to be desired. The story is full of impossibilities, e.g. the stealing of the baby, and the way in which the grandparents always speak of each other to the children as "Julius" and "Lucy"; but it is brightly written, and girls will find in it plenty to amuse them. Gordon Browne's illustrations are very good, but he has apparently mistaken Bunny and Rachel on page 87.

Peggy from Kerry. By L. T. Meade. (6s. Chambers.)—The story of how a very wild little Irish girl was partly tamed in an English school. Peggy is a warm-hearted girl, but at first all her strength of character shows itself in passionate love for everything Irish and equally passionate hatred for anything English, so that those who are well disposed to her find her rather impossible. One of her schoolfellows, beautiful in person, but fiendish in disposition, tries to work Peggy's downfall, and is actually instrumental in giving her a broken leg; but virtue triumphs in the end. The immaculate head mistress strikes us as rather feeble; and why are we told on page 98 that she had taken two girls "practically without payment" and on page 198 that "there is to be no abatement of terms in any case whatsoever"? It seems a little inconsistent. There are eight coloured illustrations.

The Pirate Aeroplane. By Captain GILSON. (5s. Henry Frowde and Hodder & Stoughton.)—A thrilling story of the adventures of a young subaltern, a sergeant, and a private of the Wessex Fusiliers in Central Africa. They are sent out on patrol from Endani, on the skirts of the desert of Khiba, to search for tracks of slave caravans, and their troubles immediately begin. They are attacked by a mysterious tribe, their Arab guide deserts with all their provisions, and they then fall into the clutches of the Yankee, de Flood, and barely escape with their lives. In their flight from him and his ruffians through the bush they come on Manwaring's uncle, a professor much learned in Coptic and ancient Egyptian lore. He is searching for the Asmalian nation and their capital Aësis. De Flood is also searching for it and the priceless treasure it contains, and it is here that the pirate aeroplane comes into play. It is odd that no one guessed the nature of the iron balls Willis saw in the waggon, since they were aware that de Flood would stick at nothing to gain his end. How they all fared we shall leave our readers to discover, and need only add that the interest never flags and the character drawing is excellent. Christopher Clark's coloured illustrations are effective.

The Motor Scout. By HERBERT STRANG. (3s. 6d. Henry Frowde and Hodder & Stoughton.)—Shows the feats that can be performed by a motor bicycle in the hands of an expert. Tim O'Hagan and his father are mixed up, much against the will of the latter, in a revolution at San Rosario in the Peruvian Andes. Between the extortions of the Government officials on the one hand and the brigands on the other, each prepared for the most high-handed action, it is not easy to steer a safe course, and Mr. O'Hagan is driven to join the brigands as the least objectionable of the two. He has seen some service in the struggle between Peru and Chile, and so is made commander of the brigand forces. It is needless to say that Tim thoroughly enjoys the situation. He and his father's Japanese workmen seize the town of Rosario in the absence of the Prefect, an independent republic is proclaimed—these sort of changes happen quickly in Spanish America. Tim and his bicycle do the most astonishing things and get off scatheless. He is a cheery person, full of fun and mischief, and the account of his doings makes a delightful book. There are some spirited coloured illustrations by Cyrus Cuneo.

The Youngest Sister. By BESSIE MARCHANT. (Blackie, 5s.)—Bertha Doyne has been a sort of "ugly duckling," supposed by her two energetic sisters to be incapable of any useful work. She is shaken somewhat curiously out of her dreaming ways and soon finds herself a very hard-working member of her cousin's family at a farm in Manitoba. She has many difficult tasks to do there, but comes triumphantly through them all. Some uncut diamonds which, by a mistake, have fallen into Bertha's hands are the cause of her most exciting experience—a night journey on a "freighter" on a newly constructed line. We should doubt even Bertha's capacity for climbing down among the trestles of a railway bridge, with a furious wind blowing and a blanket round her neck, but Miss Marchant writes her stories very well, and we are prepared to

believe a good deal. She gives a good picture of the life and customs in the great wheat lands. W. Rainy's illustrations are good, with one or two exceptions, and the picture on the loose paper cover is most attractive.

A City Schoolgirl. By MAY BALDWIN. (5s. W. & R. Chambers.)—This is one of the stories where the heroine is suddenly plunged into adversity, only to have things immediately made smooth for her by the most unlikely people. We take it for granted that Stella is better looking than the pictures represent her to be, but she makes herself so extraordinarily disagreeable to those who go quite out of their way to be kind to her, that we doubt whether the junior partner in Baines, Jones, and Co. would have had any wish to marry her. He is, indeed, much nicer than she deserves. As a former admirer tactfully observes to her sister, "he is a splendid fellow and quite a gentleman."

Peter the Powder Boy. By WALTER WOOD. (3s. 6d. W. & R. Chambers.)—Peter has any amount of pluck and, we may add, unbounded "cheek." However, it appears to answer. He has the luck to be pressed for the "Victory" and to serve under Nelson at Trafalgar; afterwards, when the ship anchors at Gibraltar, Peter is sent on an errand to an officer, and, being much interested in the galleries, he stays too long and the "Victory" sails without him, and thus starts him in a fresh set of adventures on his own, both on land and at sea, so that there is plenty to excite interest. In the frontispiece Peter looks more like a girl masquerading in boys' clothes. The other illustrations are much better.

The Book of Saints and Heroes. By MRS. LANG. Edited by ANDREW LANG. Illustrations by HENRY FORD. (6s. Longmans.)—There are here no "magic windows opening on the foam," and we pass into the light of common day, from fairyland to hagiology. The early Christians still told fairy tales about their saints and heroes, but these are mainly echoes of old Greek and Norse mythology, and, as the editor puts it, "some pretty and some not at all nice." Mrs. Lang gives us only the pretty ones—St. Jerome and his lion, St. Elizabeth of Hungary and her lilies and roses, St. Columba and the magical stake. Better even than these is the true history of Margaret of Scotland, with the sign-manual "A. L." Sometimes, as in "Richard the Bishop," there is too much matter of fact, and the youthful reader will hardly detect the heroic element. As an illustrator of books Mr. Henry Ford has no living superior.

(1) **Pioneers in Australasia**; (2) **Pioneers in India.** By SIR HARRY JOHNSTON. (6s. Blackie.)—Sir Harry Johnston has not, as far as we are aware, ever visited Australasia, but he possesses all the other qualifications for compiling such a volume. He is a botanist, a zoologist, and an archæologist and, we need hardly add, himself a pioneer. He begins with a regional geography of Australasia, the geological formation, the fauna and flora of the continent and islands, and an account of the aborigines, their race, manners, and customs. Then we have the more familiar narrative of Spanish, Portuguese, and Dutch explorers; of Dampier, Cook, Bligh, Rajah Brooke, and that ill-used English hero, Flinders. It is a book for men as well as boys, and we are grateful, *inter alia*, for the bibliography, for the photographs of natives, for a pencil sketch by Huxley, no less than for the handsome coloured illustrations. "Pioneers in India" covers in part the same ground as the volume by Mr. Herbert Strang, noticed elsewhere, but the two books differ as a cinematograph differs from a picture gallery.

For the White Rose. By HERBERT STRANG and GEORGE LAURENCE. (1s. 6d. H. Frowde and Hodder & Stoughton.)—The Wars of the Roses, as teachers know to their cost, are the duller chapter in English history, and they will be grateful to Mr. Herbert Strang for gilding the pill. Historical novels for the period are rare, and the only ones that occur to us are Lytton's "Last of the Barons" and Stevenson's "Black Arrow." In Mr. Strong's novel kings, queens, and the king-maker are kept well in the background and move in a mysterious way, but the hero is a very living character. Snatched from death when his house was sacked and his father killed by a band of Lancastrian marauders, he is brought up by a worthy London wool merchant and passes as his nephew. He has already made his way in life and become page to Queen Elizabeth before he learns the secret of his birth. How he baulks the diabolical plots of the usurper of his estate and the Iago in his service and avenges his father, the reader must learn for himself. The story of the old farmer's wife who binds together with green rushes two ladders long enough to reach a turret window savours of the miraculous, and it is not quite plain why the hero was landed in an empty pork barrel; but these are the only improbabilities we have noticed. The "Historical Summary" as an appendix is a happy notion.

Russian Wonder Tales. By POST WHEELER. (6s. A. & C. Black.)—Mr. Post Wheeler, Secretary of the American Embassy

at St. Petersburg, has given us free versions of twelve Russian *Shazki*, with reproductions of the famous Bilbilit illustrations in colour. In his preface he says truly that Russian folk-lore deserves to be better known in England, but he does not seem aware that, besides Mr. Ralston's "Russian Folk Tales" and Mr. Nisbet Bain's translations, many have appeared in Lang's fairy books. These are redolent of the soil—"Cupid and Psyche" and the "Arabian Nights" transplanted to the Steppes. To a grown-up the repetitions are a little tedious; but, like the burden of a ballad, they are an integral part of the story. The Russian Minister of Education warrants the accuracy of the rendition, and we can testify to the good English style. We have noticed only one or two carelessnesses. Thus, a note explains *kwass* = beer, and, a page or two on we read that they quaffed *kwass* and beer.

In the Lion's Mouth. By ALFRED H. MILES. (5s. Stanley Paul.)—Some two score tales of peril by land and sea with wild men and wild beasts, contributed by as many authors, as wonderful as the Thousand and One Nights, but all true.

History of Romance. By A. R. HOPE-MONCRIEFF. (7s. 6d. net. Gresham Publishing Company.)—Mr. Moncrieff has here essayed a harder task than in the previous companion volume of "Classic Myths." There he had to deal virtually with one language, for Roman mythology is but a faint reflection of Greek, but the romances here told live dispersedly in many lands. Mr. Moncrieff, however, does not trouble himself about origins. "Much vain controversy has been waged as to whether the tales of chivalry were in origin classical, Scandinavian, Arabian, or what not." The book is in two parts, the history of romance and stories of chivalry, but thin partitions do their bounds divide, and under "history" we have in full the pretty tale of "Le petit Jehan de Saintré." What Mr. Moncrieff has attempted and effected is to give "the distilled extract of the spirit of chivalry." There is none of the false glamour of Tennyson, and he knows how to pick out the heart of a story. The coloured and monochrome illustrations from the paintings of great modern artists set off a very handsome volume.

The Girl's Realm Annual. (8d. Cassell.)—We note a good many changes in this year's annual. The serial story seems dying a natural death, while there are in its stead sixty or more short stories. Also there is a substantial increase in thoroughly practical articles on every sort of handicraft—dressmaking, embroidery, crochet, basket-weaving, framing, and so on. These changes we consider all to the good. There are also some sensible articles on careers for girls, and among the regular monthly articles notes on new books and Nature notes, altogether making up an excellent 1912 volume.

The British Girl's Annual. (5s. Cassell.)—This is a kind of modified Girl's Realm with one serial, short stories, and one or two articles. Plenty of variety is to be found in the stories. We must protest against a most uninspired coloured photographic reproduction of Joan of Arc, a singular contrast in style to Mr. Brock's charming frontispiece.

The Romance of Woman's Influence. By ALICE CORKRAN. (3s. 6d. Blackie.)—This new edition of "The Romance of Woman's Influence" should prove of interest to many young people, for it contains stories that are inspiring and that are far too little known. There is bathos in such sentences as "Did Lady Huggins lose her interest in science after her marriage with Dr. Huggins, now Sir William Huggins, President of the Royal Society?" The comment on "Dorothy read Italian with her brother: he handled the spade meanwhile," that "Dorothy was a poet in prose as remarkable as William Wordsworth was a poet in verse" is, to put it mildly, pedestrian; but the stories are sympathetically told and with a living interest. There are some interesting portraits.

The Song of Frithiof. Retold in Modern Verse by G. C. ALLEN. Illustrations by T. H. ROBINSON. (2s. 6d. net. Henry Frowde and Hodder & Stoughton.)—Dr. Allen has followed the tradition of William Morris, and he could not have chosen a better master. The poem, no less noble in its way than "The Story of Sigurd and Fall of the Niblungs," is well represented in the six-foot ballad metre. The normal rhythm—

"But she is a great king's daughter, thy sire is a great king's thrall.

Can the eagle mate with the mavis, or stoop to the sea-mew's call?"—

is varied so as to avoid monotony, sometimes so as to become a different metre—

"But have I not heard my father's word full many a time declare

'A man is what he makes himself, not what his fathers were'"—with more freedom than pleases our ear or than Morris allowed

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Christmas Gifts & Prizes

MASTERS and Mistresses confronted with the problem of selecting suitable Prizes and Christmas Gifts will find that the List of Books for Boys and Girls issued this season by Mr. HENRY FROWDE and Messrs. HODDER & STOUGHTON affords a very wide field from which to make a choice. It includes books of all kinds, at all prices, suited to children of all ages and tastes.

The most dainty little person will find that her preferences have been provided for by Lilian Price Hacker, whose book "**Susan**," with twelve plates in colour, is a thing of pure delight. So also is the "**Book of Baby Birds**," for which Mr. E. J. Detmold has drawn a set of colour plates, showing with great charm and delicacy the babyhood of many species of birds.

Quite different are the illustrations which Mr. Noel Pocock has done for "**Grimm's Fairy Tales**." These are daring, and full of vigour and high spirits.

Boys will be satisfied with nothing less than High Adventure. Mr. Herbert Strang has anticipated their wishes in "**The Air Patrol**," which sheds light on the possibilities of modern warfare; and in "**The Motor Scout**," a stirring romance of South America. Mr. Joseph Shaylor, of Messrs. Simpkin, Marshall, in an article on books for young people which appeared recently, placed Mr. Herbert Strang first among present-day writers for boys.

All that a boy wants to know about the Aeroplane is told by Mr. Grahame-White in "**With the Airmen**"—a practical and informative book. In "**The Pirate Aeroplane**," Captain Gilson brings to bear upon a modern subject the same literary skill and boldness of conception that marked his earlier historical stories.

"**The Unwilling Schoolgirl**," by Marjory Royce—a new writer—is a girl's story of unusual merit; and Brenda Girvin's "**Girl Scout**" recounts a succession of exciting adventures that will rivet the attention, not only of girls, but of their brothers. "**The Capel Cousins**," by Violet Bradby, makes its appeal to younger children. It describes in a pleasantly humorous style the everyday life of a lively family of boys and girls; and the author is happy in being able to see things from a child's standpoint.

The Peek-a-Boos have evidently come to stay. Here they are this year—as quaint and as irrepressible as ever. "**The Peek-a-Boos' Holiday**," "**The Peek-a-Boo Japs**," and "**The Peek-a-Boos Among the Bunnies**," all contain a number of Miss Chloë Preston's inimitable drawings.

Mr. Cecil Aldin has never produced anything more artistic or humorous than "**Mac**," the Adventures of a Scotch Terrier; and his "**Merry Party**" is full of the exuberant fun and high spirits for which his work is always noted.

These books are obtainable of all the chief Booksellers; and the Publishers will have pleasure in forwarding an Illustrated List on application to The Managers, Oxford Press Warehouse, Falcon Square, E.C.

himself, but, what is far more important, the translator has preserved throughout the spirit of the original. The introduction and notes are scholarly, but never pedantic.

The Green Book for Children. Edited by Mrs. HERBERT STRANG. (2s. 6d. Henry Frowde and Hodder & Stoughton.)—This is above the average of collections of short stories, verses, and pictures for small children. There are some slight but well written papers about birds and beasts—the illustrations to these, by the way, are very indistinct—and some graceful verses; there is a reprint of Blake's Nurse's song, and of verses of Ann Taylor's. There are rather too many "quite harmless" stories and pictures, but the print is good and there are some really good illustrations, and the only obvious blot in the book is the illustration to the Teddy Bear Plant which may easily be torn out.

The Children's Longfellow. Stories from the Poet's Works told by ALICE MASSIE. Illustrated by E. S. FARMER. (2s. 6d. net. Henry Frowde and Hodder & Stoughton.)—Modernizations are all the fashion; but it seems to us that so simple a poet as Longfellow needs no interpreter even to children. The illustrations are the best part of the book.

The Romance of India. Edited by HERBERT STRANG. (6s. Henry Frowde and Hodder & Stoughton.)—The editor, who knows India well, has selected from the works of historians, memoir-writers, travellers, and great shikaree the most striking scenes and incidents connected with our rule in India. The first section carries us from the invasion of Alexander to the foundation of the East India Company; the second describes the great fight for India, from the siege of Arcot to the retreat from Kabul; the third is devoted to the Indian Mutiny, with a long extract from Sir G. Trevelyan's "Cawnpore"; and the fourth is a miscellany of sport and adventure. The missing links in the narrative are skilfully supplied by the editor, and the boy who has mastered these romantic tales will have a more vivid picture of the foundation of our Indian Empire than if he had read in school James Mill's "History."

The Zoo Conversation Book: Hughie's Second Visit. By EDMUND SELOUS. (5s. Mills & Boon.)—Mr. Selous brings out of his full treasure house things new and old, and his second Zoo Book is as good as the first. His animals have what is often denied to them by man's conceit—a strong sense of humour; but that, as Hughie is often reminded, is due only to his own lack of imagination. At times, too, they talk too much like a book, as when the wapiti describes the annual growth of his antlers; but this is a rare offence. The illustrations by J. C. Shepherd are cleverly dashed off with a few strokes of the brush, after the style of Phil May.

The Oxford Illustrated Tennyson. With two coloured pictures and ninety-one illustrations in black and white. (4s. 6d. net. Frowde.)—This complete edition of Tennyson's poems down to 1870 makes a handsome volume of 882 pages, and the reproduction in colours of the portrait by G. F. Watts and of the illustrations by Millais, &c. of the 1857 edition enhance its value. The introduction by the President of Magdalen is a worthy tribute to an honoured friend, who feels that this was no place for criticism. We doubt whether it was *tanti* to exhume doggerel like "The Skipping-rope."

Shakespeare's Complete Works. In 3 vols. (3s. net per vol. Frowde.)—Thanks to its speciality of india paper, the Clarendon Press have been able to produce an ideal pocket (or, as Mr. Watts-Dunton prefers to call it, outdoor) edition of Shakespeare. The general introduction is Swinburne's, and Prof. Dowden contributes introductory studies of the several plays. The text is Craig's, and to each volume there is a glossary. For indoors the "Globe" will hold its own, but ageing eyes, as well as those who "love to lie with me under the greenwood tree," will prefer the Oxford three-volume edition.

Grant, the Grenadier. By WALTER WOOD. (3s. 6d. Routledge.)—Grant has been born and brought up in the army, and it and its generals have his entire allegiance and devotion. Spells of inaction have no charm for him; all his desire is to be facing the enemy and keeping up the credit of his father's name. His best chance of lovemaking he utterly neglects. The enemy is always the French, for the story is of the Peninsular War, and opens at Corunna. Grant has his share of fighting and imprisonment, the scenes are vividly described, and the tale is full of interest. The illustrations are by Gordon Browne, admirable in drawing; but it is a pity that, with the exception of the first, they are all on such a small scale.

The Red Hussar. By REGINALD HORSLEY. (3s. 6d. Chambers.)—A spirited story of the Franco-German War. The character of the Red Hussar—Antoine de Hauteville—is well drawn:

(Continued on page 818.)

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THE LONDON COUNTY COUNCIL AND HIGHER EDUCATION.

BY the Education Acts of 1902 and 1903, the London County Council was given the power "to supply or aid the supply of education other than elementary and to promote the general co-ordination of all forms of education." On the strength of these words, the Council has been for the last few years building up a great system of interference with—it would hardly be too much to say control of—secondary schools, polytechnics, and even the University of London. It is gradually dragging all these institutions into its net, seeking to regulate their fees, the salaries paid to their teachers, and even, in some cases, the work which is done by those teachers. Its power of assigning grants has given it this opportunity. It holds the purse-strings. If a body makes grants it can lay down the conditions on which it will make those grants, and this claim, which cannot in the abstract be denied, may reach the point of dictating what the work of an institution shall be and how it shall be carried on. Hence, in London, we are reaching the anomalous position that a body elected primarily to manage tramways, drains, open spaces, and the Fire Brigade is exercising a large influence over the whole of higher education. It would certainly appear to be peculiarly ill fitted for such a work. On its Education Committee there are two or three ex-teachers and a few persons who have made a study of educational administration; the remainder are Town Councillors, without any particular knowledge of the intricate subjects which they are called upon to discuss.

A few instances will make the position clearer. One of the conditions attached to the grants to University Colleges is that the Council must be consulted before any extension is undertaken by a college "or any new policy adopted which would affect the system of education in London." This means that the Council claims the right to veto any educational development which a University College think is needed. The ground of the claim is the aid given to the college. But, in some cases

at least, the grant is not aid at all—it is simply the payment of the fees of a certain number of students. In the case of University College, Bedford College, and King's College the annual grants only cover the fees of students. At the School of Economics and the East London College the same grants are in excess of the fees, but not in excess of the cost of the students to the schools.* In these cases, therefore, the Council does not help the colleges at all, except in so far as an increase in the number of students may be an assistance. It is rather in the position of parents paying fees than of a public body aiding education. It is also much in the position of parents as regards its knowledge of higher education. How many members of the Higher Education Sub-Committee are qualified to form an opinion on a question of University education? But they are quite prepared to deal with even such a question as the institution of new professorial chairs. Nine new professorships have just been instituted at the University, the salaries for which are to be provided by the Council. Of course, the Council required that its approval should be given in every case. It will probably require that the professors be likewise approved by itself.

Let us take next the secondary schools. Here it is more difficult to give chapter and verse, but there can be no doubt that the Council is gradually worming itself into the position of managers of the aided schools. It claims the right to inspect them, because it gives them annual grants, though, as in the case of the colleges, the grants are in many cases nothing more than the payment of the fees of its scholars. A body which inspects can hardly refrain from making suggestions based on the results of its inspection, and the partition between suggestion and demand is a very thin one indeed. An inspector may advise the introduction of new methods, changes in the curriculum or the time-table, the dismissal of a teacher, and, if he is supported by the Council, the authorities of the school find it difficult to reject the advice.

We admit that the question here is not so simple as it is in the cases of University education. The government of secondary schools presents a difficult problem. The old method was very simple; it was summed up in the terse phrase of an eminent head master, "Get a good head master, and then get out of his way." But with the increasing complexity of modern education this simple rule is found inadequate. The ablest heads are not competent to supervise the teaching of more than one or two subjects, and are generally strongly biased in favour of their own branch of the curriculum. The power over their assistants of professional life and death, vested in the chiefs, has resulted in a number of grave scandals, and it cannot be doubted that in a vast number of unknown cases an inefficient man has been retained because he suits the chief's idiosyncrasies and an efficient man sent away because he does not. Retention and dismissal have gone far too much by favour. Governing bodies are not more capable of criticizing school work than are Local Authorities, and they have no means, except the reports of the Board of Education inspectors made at long intervals, of getting an independent opinion of that work. No one will deny that in the past the policy of leaving head masters and governors unfettered liberty resulted in many cases in laxity, neglect of important subjects, and often actual inefficiency.

But, if all this be granted, it does not follow that the London County Council is justified in assuming the functions of a governing body to each school, or that it is the right body to manage secondary schools. It is difficult to suppose that when Parliament inserted in the Act of 1902 the words quoted at the beginning of this article, it contemplated Local Authorities interfering in the details of the work of the old endowed schools. It is still more difficult to believe that in the long run the close supervision of the Council, whatever stimulating effect it may have had in particular cases, will work for the good of the schools, since the government of the Council will inevitably tend to become a bureaucratic government. It

will regard the secondary schools of London not as a number of individual institutions, each with its own idiosyncrasies, its own particular bias, its own peculiar ambitions, but as a system the units of which should be made to conform to type. Its members will find it hard to understand that it is practically impossible for all schools to be good all round, and where there are specially strong points, there are likely to be weak ones. Educational institutions cannot be carried on like tramways, in accordance with a set of rules drawn up in an office, nor can they be successfully managed by a central authority which, in the nature of things, cannot be in close touch with each one. A head master can meet his governors and discuss things with them face to face. He cannot meet a Higher Education Sub-Committee. At most, he may be granted an interview with an official—a very different thing. And the time seems rapidly approaching when a head master who wants a new laboratory or an additional master will have to go, cap in hand, to an official of the County Council to ask his permission.

But it is with the Polytechnics that the Council has stretched furthest its claim to control administration. The Report of the Higher Education Sub-Committee, adopted by the Education Committee on July 3, and since then by the Council, states in detail the salaries to be paid to the principals and heads of departments. A certain teacher of chemistry has £470 a year; he is to be allowed to retain it, but the maximum salary of his successor is not to be more than £400. There are several cases of this kind. Governing bodies are not to be allowed to appoint the teachers, a privilege conferred upon them by their schemes. The Council declares that it cannot recognize, as head of the Women's Department of the South-Western Polytechnic, the candidate nominated by the governing body, and it refuses to allow the governors of the Sir John Cass Technical Institute to appoint a separate head of the Women's Department. Certain social activities contemplated by the South-Western Polytechnic must await the sanction of the Council. All proposed expenditure upon equipment, except what is of a purely routine nature, must be submitted to the Council for approval. No loan may be negotiated without the Council's consent. In one case the Council proposes that a whole department of a polytechnic shall be removed to its own Arts and Crafts School. The question of fees stands over for the present, but the Council "is not committed to approval" of the scale now in force. Scales of salaries for assistant teachers are not to be considered in this "the initial stage" of the block grants system—a most suggestive phrase. The existing local scholarship schemes are to be allowed to die out, as being unnecessary "in view of the Council's comprehensive scholarship system." Consultative Committees, established by the Council, are to advise the governing bodies on the work of the Polytechnics.

The tendency and aim of all this is quite clear. The policy of the Council is to reduce the governing bodies to shadowy phantoms and substitute its own Education Committee as the central authority for the Polytechnics, which will practically nominate the teachers, fix their salaries, and control the working of the whole institution. The suggestion for the elimination of the local scholarships is particularly instructive in this respect. The Council will see to it that there are no scholars except their own in the Polytechnics—a sure means of tightening their grip upon the administration.

The legality of this policy is clearly doubtful. The governing bodies of the Polytechnics are as much statutory bodies as the County Council, their functions are regulated by the law, and these include most of the matters on which the Council claims to have the final voice. It is upon them that Parliament has laid the duty of administering the Polytechnics. It is theirs to fix salaries, appoint and dismiss teachers, sanction the purchase of equipment, and contract loans. The Council proposes to take these things out of their hands. The result, so far as we can see, is that the governing bodies will either disappear or become phantoms. The central authority will be the direct administering body in every case. And who will be the actual ruling forces? The Council acts on a report

* See evidence of Mr. R. Blair before the Royal Commission on University Education in London.

received from its Education Committee, which acts on a report received from the Higher Education Sub-Committee (the report discussed above was passed in less than two minutes), which acts on a report received from a section of itself. On what does the section act? How does it know what salary each head of a department in the London Polytechnics ought to receive? Probably it acts on the advice of the officials, and so we reach finally the point that the officials are to manage the institutions for higher education.

All that has been said about the want of contact between schools and the Central Authority applies equally to technical institutions. True, the Section of the Higher Education Sub-Committee concerned has received deputations from the Polytechnics. But it has merely heard what they have got to say; it has discussed nothing with them, returned no answer, and given no reasons.

So stands at present the question of the relations of the Council to higher education. Obviously things cannot remain as they are. The Council will not be content with the position it has won. Its aims and policy are not concealed: it means to control and govern the Polytechnics and the schools and to have a very large share in the management of the University. Unless these institutions are prepared to accept its domination, it appears to us that the matter will have to go to Parliament for settlement.

THE JAQUES-DALCROZE EURHYTHMICS.

M. JAQUES-DALCROZE, though announced by no flourish of trumpets, fairly took the town by storm. In London, Leeds, Manchester, and Cheltenham there were overflowing and enthusiastic audiences. We cannot improve on a happy heading of a contemporary, "The Dryads come to Town." The Dryads were not show performers, but six Genevese schoolgirls ranging in age from eleven to sixteen, without any other preparation beyond the two, or at most three, lessons a week. Last year, when the intended visit to England was cancelled at the last moment on account of the railway strike, we gave some account of the method, and will here confine ourselves to the performance. Suffice it to say that the Eurhythmic Method is a combination of musical and physical training, a revival, as a correspondent points out, of the Greek *μουσική*, as expounded by Plato. From the musician's point of view these children had acquired a singular mastery of time, tune, and harmony, and, more than that, they were able to express by movements of head, arms, and legs their appreciation of music. They named instantly any note struck on the piano and the key of various short improvisations; they read at sight from the blackboard a difficult melody handed up by one of the audience, and, having sung it twice, repeated it from memory.

Similar feats of sight-reading have been performed by Tonic Sol-fa pupils, but, as M. Dalcroze pointed out, his pupils have besides a sense of absolute pitch, which is essential to the perfect musician. Their dances and games show a feeling for rhythm that many a past master in the art might have envied. One of the six acted in turn as conductor, and each child interpreted the music according to her own bent; the rest followed their leader. But words cannot convey the grace, the charm, the perfect ease of the different movements, some of them extremely complex and difficult, as a combination of different times, two with arms, three with feet, and so forth. One could not help contrasting M. Dalcroze's "hopp," the waving arms and "many-twinkling" feet with the drill-sergeant's word of command like a pistol shot, the jerky movements and military precision of Swedish drill. The Dalcroze Method has a great future, and we hope that this English exhibition will send many young teachers to learn the art at Hellerau.

JOTTINGS.

A SCHEME is well launched, and has been approved by H.M. the Queen, for purchasing the site of College Hall (University of London) and erecting on it a new hall with accommodation for sixty students. The total sum required is estimated at £30,000, including £7,500 for the site on the Bedford Estate, towards which £8,400 has already been promised or received. The cause needs no advocacy of ours. Contributions may be sent to the Hon. Secretary, Miss A. Lindsell, College Hall, Byng Place, W.C.

WE dealt fully at the time with the British Association Report on the Influence of School Books upon Eyesight—perhaps the most valuable outcome of the Dundee meeting—and need only add that it can now be obtained from the offices of the Association, Burlington House, W. Price, single copy, 4d. It is a pity that, on page 5, example does not follow precept; but we are informed that this is only an emergency edition.

"SCHOOL IDEALS, by S. J.," in last month's *Oxford and Cambridge Review*, is a *Nachklang* of the article on "Public Schools," by "Custos," on which we recently commented. "S. J." we gather from the article, was educated at Harrow, and is, or has been, a master in a Catholic school, presumably Stonyhurst. He hopes that the public schools are better than "Custos" will have it; he believes the Catholic schools are no worse. He indignantly repudiates the charge of espionage, and points to the advantages of devotion to Mary and the Confessional as a safeguard against impurity. Incidentally he breaks a lance for "subordinates." We hear too much of head masters like Arnold and Thring, and too little of assistant masters like E. F. Bowen and E. W. Howson.

IN the same number Mr. F. E. Smith deals with "State Toryism and Social Reform." With politics we have no concern, except as they touch education, but when Mr. Smith tells us that what the public demand of Government is "to give them security and prosperity in the state in which it has pleased God to call them," we must warn him that this war cry will carry no popular election. His ideal leader is Disraeli, and *Sanitas Sanitatum* is a better watchword; but we cannot help asking whether he will endorse an equally famous saying of his great leader, "Protection is not only dead, it is damned."

THE Exhibitions offered annually by the Associated Board of the Royal Academy of Music and Royal College of Music, which entitle their holders to free tuition at the R.A.M. or the R.C.M. for two or three years, have been awarded to the following candidates:—Elizabeth Gluckstein, London (pianoforte), Elsie Watson, Huddersfield (singing), and Dorothy M. Davies, Cardiff (harp), at the R.A.M.; and Hubert A. M. Marno, Croydon (violin), Hyman Grunbaum, Brighton (violin), and Leonard S. Jefferies, Bristol (pianoforte), at the R.C.M.

THE League of Empire announces the subjects for the Essay Competitions for 1913. These may be obtained on application to the Hon. Secretary at the Offices of the League, Caxton Hall, Westminster.

"AN Indignant High School Mistress" writes to us protesting against the practice of answering applications for posts, and even returning testimonials in unclosed envelopes, to save the extra half-penny. Head masters and mistresses who pay no commission to agents should not be guilty of such meanness.

THE Council of the Girls' Public Day School Trust have appointed Miss M. M. Berryman, M.A. Lond., Mental and Moral Science Tripos (Girton College), at present Assistant Mistress of Clapham High School, to be Head Mistress of Notting Hill and Bayswater High School.

THE Society of Antiquaries have provided funds for a Studentship in Archaeology in memory of Sir A. Wollaston Franks, K.C.B., sometime President of the Society. It is of the value of £50, and will be tenable by a student carrying on investigations in the British Isles. A Board of Studies has been constituted in Sociology. The study of this subject in the University, under the encouragement of the benefactions of Mr. Martin White and Mr. Ratan Tata, has made good progress in recent years, and the subject is now accorded full recognition by the constitution of a special Board of Studies.

THE Principal (Sir Henry Miers) has been appointed to represent the University on the Organizing Committee of the Central University Bureau which has been established as a result of the recent Congress of the Universities of the Empire.

MISS HILDA JOHNSTONE, M.A. (Manchester), Senior Assistant Lecturer at Manchester University, has been appointed to the University Readership in History tenable at King's College for Women.

THE School Journey Association held its second Annual General Meeting at the Passmore Edwards Settlement on the 22nd ult., the President, Lady St. Helier, in the chair. The membership during the past year has more than trebled, and fifty-five Journeys have been conducted from London, besides others in the provinces. An address on "Books v. Experience" was delivered by Prof. John Adams.

ON Monday, December 2, at 3.30 p.m., the English Folk Dance Society will give a demonstration of Morris, sword, and country dances at the Savoy Theatre, under the direction of Mr. Cecil Sharp.

THE Board of Education is effectively carrying out the recommendations of the Imperial Education Conference. An Advisory Committee, consisting of the accredited agents of the various Governments and representatives of the Board and other Home Offices concerned, has been formed, and held its first meeting on November 18. They were welcomed by the President of the Board of Education and proceeded to discuss a statement drawn up by the Office of Special Inquiries with regard to the collection and interchange of information. It was recommended that the Conference should be quinquennial. Dr. Hill has published a full report of the Conference, including all the papers submitted and taken as read.

AN Association has been formed for securing higher education for Scottish Rural Schools, and a manifesto has been issued signed by the President Emeritus, Prof. G. G. Ramsay, and the Hon. Secretary, Prof. Harrower.

GENERAL SIR R. S. BADEN-POWELL has written a eulogistic preface to Eustace Miles's "Fitness for Play and Work," published this month by Messrs. Murby.

THE *Journal of the Royal Society of Arts* (November 15) has a leader on the Society's examinations for 1912. The occurrence of a grave scandal exposed in the Law Courts has been prevented by placing the superintendence of examinations in the hands of the London County Council. The total number of candidates examined in 1912 was 28,057. The slight decrease is accounted for by the removal from the list of a London centre which averaged 2,000 candidates. The most popular subjects are in order: Bookkeeping, Shorthand, French, Typewriting. At a long interval come Arithmetic and German. French is apparently the only modern language for which a *viva voce* has been held, and only one in five of the candidates passed in *viva voce*. An essay is set for the highest section, but there is no "free composition." The "remarks" of one foreign examiner would furnish a good question for correction in the next English paper. There should surely be an age limit for candidates. Without this safeguard a R.S.A. certificate is, if not misleading, at any rate open to abuse.

UNIVERSITY OF LEEDS.—The Joint Committee on University Extension and Tutorial Classes report that four classes have now completed the three years' course for which they were established, and that 58 out of the total enrolment of 130 have taken the whole course. The subjects taken have been Political Science, Economics, Theory and History of Political Institutions. Extension lectures have also been delivered on "The Law of Contract," "Shakespeare," and "The Leaders of the Renaissance." The expenses have been defrayed by grants from the University, the West Riding County Council, and the Board of Education. An additional grant of £75 was made by the County Council to cover the deficit.

"ETON IN THE SEVENTIES," by the Hon. Gilbert Coleridge, is a book to read, for, unlike some recent memorials of Eton, it is clearly written *sine ira aut studio*. The impression it leaves on the reader is that Eton in the seventies was a democracy tempered by a feudal aristocracy, who governed by a judicious admixture of *force majeure* and epigram. Mr. Coleridge advocates the universal use of the rod in schools on the ground that without the appeal to physical force a master is powerless.

HERE is his account of a novel form of booby-trap invented in one of the houses. A canister of powder was placed under a bath on which the furniture of the study was piled. As the occupant entered it was exploded by a fuse.

HIS verdict on the chapel services of his day is "intolerable boredom." A popular hymn or chant was bawled; otherwise there was

dead silence. Their favourite was Psalm cxxxvi, and Dr. Hornby, to stop what had grown to be a scandal, substituted for the old chant a staid Gregorian. At first the school were fairly cornered, but some bold spirit struck up the old tune, and while the battle between the choir and the school raged there was pandemonium. The organist turned the day by putting on the full swell and drowning the opposition.

THE other side of Eton we have not touched on. Our sole object in picking out a few of the blots on the greatest of our public schools is to show, first, that training is essential for all teachers, or, as Simon Laurie put it, there is no reason why Eton boys should be worse taught than Board School children; secondly, that clerical masters are no security for religious education; and, lastly, that the liberty and elasticity which head masters claim may be stretched too far.

"A. S. D.," in the *Morning Post*, expresses a hope that we shall not rashly import the Montessori method into England. In her book, Dr. Montessori contrasts her methods with those of the Italian common school, which seems to resemble our infant school of thirty years ago. If compared with the English kindergarten of to-day, "I fancy that the advantage is with us."

IN the Montessori schools, says "A.S.D.," there are no nursery rhymes, no fairy tales, no acting, no make-believe, no imaginative drawing. "I would as soon feed the child of four upon Dr. Montessori's 'bread boiled in salt water and abundantly seasoned with oil' as deprive him of all the colour of pretence."

MISS WORDSWORTH, late Principal of Lady Margaret College, in a lecture delivered at Queen's College, Harley Street, on "Ourselves," said that unattractive women were more in evidence than they used to be. In the Middle Ages they went into convents. The inalienable characteristic of womanhood should be beauty. No one cared to know what sort of looking man Euclid was; but when we thought of a woman we thought of her face, her tones, her colouring, her little acts and movements.

MESSRS. MACMILLAN will publish the remains of H. B. Garrod, portraying his work as Secretary of the Teachers' Guild and including his lectures on Dante.

MR. C. R. HODGSON has signified to the Council of the College of Preceptors his intention of resigning the office of Secretary which he has held for thirty-eight years. We shall have later on an opportunity of recording the services that Mr. Hodgson has rendered to the College.

THE Westminster Play this year is Terence's "Famulus." Performances are fixed for the 12th, 16th, and 18th of the month.

THE seventeenth L.C.C. Conference of Teachers will be held at Birkbeck College on January 2, 3, and 4, at 11 a.m. and 2 p.m. each day. The subjects, in order, will be the Montessori Method, Reading and Writing, Attention, School Hygiene, Educational Experiments (two sittings).

SCHOOLS MUSICAL AND DRAMATIC ASSOCIATION.—A new title, the "Schools Musical and Dramatic Association" has recently been adopted by an admirable Society to whose work we should like to call attention. The name "London" was formerly prefixed to "Schools," but the Association from the beginning was desirous of extending its scope beyond the limits thus implied, and the omission of "London" will be, let us hope, the first step in wider activities. The Association is also desirous to invite the affiliation of similar societies, especially of Old Girls' or Boys' Clubs. The aim of the Association is to maintain a high standard of choice as well as of performance in school music and drama. All teachers who are ambitious in this regard are aware of the many difficulties that confront them in the selection of suitable material. The S.M.D.A. has just published a leaflet (No. 14 of their series) containing a list of plays suitable for school performers of all ages. We note in the Historical Section Miss Amice Macdonell's excellent chronicle plays; in the Literary Section a number of adaptations from Dickens, Miss Fogarty's carefully edited series, adaptations from "Cranford," "Chaucer," and so on. Further are sections of miscellaneous, classical, fairy, French, and German plays. The labour involved in the preparation of the leaflet is well worth the modest sum of 2d., for which it may be obtained from the Hon. Secretary, Mrs. Millington, 42 Hampstead Way, London, N.W.

REVIEWS AND MINOR NOTICES.

The Rise and Fall of Nations. By W. J. BALFOUR-MURPHY, LL.D. (5s. net. Allen.)

We have serious doubts whether the author was wise in attempting, to use his own words, "to handle so vast a subject within the covers of a brief work." Without in any way championing the cause of what is throughout these pages derided as the "theory of mechanical evolution," we feel driven to assert that so comprehensive an argument touching the fate of nations cannot be adequately presented in so small a space; that it is not merely not helpful, but positively harmful, to the anti-mechanical theory of social progress to attack the evolutionary school with so slender an armoury as that displayed by the author in these pages. To say that, "in fact, we can find no evidence in history which would justify the belief that historic man has varied in any way in his intellectual capacity; nor is there the slightest justification for the statement that, as regards mental capacity, there is any difference among the various races inhabiting the earth," shows such a crude understanding of evolutionary doctrines that any conclusions founded upon such premises must necessarily be unconvincing. The rapid growth of Mohammedan power and the sudden development of Japan not only may be, but have been, satisfactorily accounted for upon principles which the author stigmatizes as being those of "mechanical evolution." Again, the example adduced to refute the doctrine of the "struggle for existence" as a factor in social progress is based upon a misconception. The survival of the fittest does not "become meaningless" because children subjected to the ordeal of life in the slums are inferior to their more fortunate brethren, but is actually illustrated in that very fact. Within the slum the "fittest" will survive. In the social organism, taken as a whole, the "fittest" of the slum may succumb to the members of superior classes who happen to be still better equipped in the general struggle. Again, the author's reasoning concerning the doctrines of the evolutionist upon the topic of the religious progress of men and nations is fraught with many fallacies. Evolution connotes dissolution; it is untrue to state that development is, according to the theory of evolution, "always from the simple to the complex." Indeed, such a statement is so obviously erroneous when made concerning that theory as it stands to-day as scarcely to call for refutation. And, furthermore, we deem it most unfortunate, from the point of view of the author himself, to suggest that the only true ideals concerning God are those of primitive man; for, if ignorance be good and the fullness of knowledge be evil, then we may indeed despair of attaining to earthly happiness. In this respect the author is throughout the work in error in limiting his view to "historic" man in the most narrow sense of the word. In that sense the "history" of man is so minute a fragment of the knowledge which we possess concerning his development that it cannot serve as a criterion of his comparative progress. Nor, again, is the author justified in supposing that the suddenness of an historical phenomenon renders it any the less a natural and explicable effect of precedent causes. May we not justly inquire why "the intellectual aridity of the Doric Spartan and the exuberant mental activity of the Ionic Athenian, at the same period of time, with the same clime and under similar physical conditions, must make us alive to the inherent weakness of the evolutionary theory"? The facts appear to us to afford a striking illustration of the evolutionary doctrine that man is the creature, not so much of his environment as of his antecedents.

We are completely at one with the author in many of his conclusions, not least in his condemnation of the evils of priesthood when it seeks to quench or obscure the light of reason. At the same time we disagree with him fundamentally in respect of the methods by which he arrives at those conclusions. As for his statement at the beginning of Chapter IV, that "we must infer *a priori* that advance will be made in inverse ratio to the amount of priestly influence exerted," not only is an "inference *a priori*" a contradiction

in terms, but the author begs the question by refusing to allow that priestly influence can ever be exerted for good. The truth that man may modify his own environment does not justify the assumption that that environment is "altogether a product of his own creation." Man may fashion his own destiny, but woe to him who ignores the limitations which, according to the scheme of things, are imposed upon him. And from what we have already said it must be clear that there is nothing "humiliating" in the thought that we are not capricious units, but the "inevitable product of the past." Rather let us strive to make ourselves worthy stepping-stones of the future. But in the history of the intellectual development of mankind a thousand years are but as yesterday, and the author is reasoning upon a false basis when he makes any comparison between races separated from each other in point of time by such a period.

We have emphasized the points on which we disagree, but we can endorse and commend the author's views on education and hold with him that man is master of his fate.

Introduction to Experimental Education. By ROBERT R. RUSK, M.A., Ph.D. (4s. 6d. net. Longmans.)

This work is proclaimed by its author to be based upon Meumann's "Lectures on Experimental Pedagogy," so the reader may wonder why the title runs "Experimental Education." The probable explanation is that the title "Experimental Pedagogy" has been already appropriated by the translators of Prof. Claparède's "Psychologie de l'Enfant et Pédagogie Expérimentelle." The translators of Claparède transposed his title, and gave the explanation: "This was thought desirable so as to distinguish it from other books on Child Study." Very probably Dr. Rusk resents this transposition of the sub-title and the principal title, but in any case he will content many readers who have a rooted prejudice against the term "pedagogy."

At the British Association meetings this year, it is said that the members of sections other than L went about asking members of that section: What is experimental pedagogy? Dr. Rusk has deserved well of his profession by supplying in his book a clear answer to this question. There is first the categorical answer supplied by the two chapters, dealing respectively with the standpoint and with the methods of experimental education, while the rest of the volume is given up to exemplifications that should secure the intelligent comprehension of even the dullest inquirers. The book is far from being a slavish exposition of Meumann. It conveys rather the impression of a work in which a young writer is chivalrously eager to acknowledge his indebtedness to a master who has won his respect. Certainly it is more satisfactory to find less of Meumann than one is led to expect than it would be to find everywhere traces of an author who was not acknowledged. It is because Meumann bulks so largely in this department that his influence is so apparent in the volume: it is because Dr. Rusk is an independent investigator who has mastered the floating literature of the subject that the text so frequently ranges beyond the lectures on which it is nominally based.

Dr. Rusk necessarily treats of a great many of the subjects that find a place in the ordinary textbooks on the Principles of Education, but this implies no duplication of work done elsewhere; the new point of view fully justifies the re-presentation of accepted principles. Any reader who wishes an example of the different form of treatment has only to compare the chapter on "The Aesthetic and Ethical Development of the Child" with what he finds in the recognized textbooks. The whole tone of the book breathes that newer spirit of scientific inquiry that marks present-day educational investigations. Mere opinion is no longer the force in educational writing that it has been in the past. With the progress of experimental pedagogy, the plain man who has hitherto had so much to say on education will find it well to hold his peace, or else to qualify himself for speaking by mastering the technicalities that necessarily arise in a subject that is making real progress. Opinion must in future be supported

by facts, and these facts must stand the test of rigorous experimental verification.

Dr. Rusk rightly lays great stress upon what he believes to be a branch of educational theory that stands in much need of development, the technique of learning. That this matter should come into prominence is only the natural outcome of the increasing tendency to recognize what Dr. Stanley Hall calls "paidocentricism." The whole of the present book has a bearing on the learning process from the pupil's point of view, but the matter is worked out specifically in the excellent chapter on "The Mental Work of the Child." In the conclusion, our author evolves from his considerations of the technique of learning a new meaning of the term "formal education," which, if accepted, would go far to reconcile the differences of opinion on this thorny subject.

But, while always recognizing the paramount importance of the point of view of the pupil, Dr. Rusk, from the nature of his book, must deal with education as it appeals to the teacher. His sections on general didactic are excellent, but they will probably make less appeal to the practical teacher than do those on special didactic. What our author has to say on the teaching of reading, spelling, handwriting, and arithmetic will go far to reconcile those teachers who maintain that they can see no practical good in books *about* teaching. Here they will find theoretical speculations definitely correlated with practical applications, under conditions that admit of, and indeed demand, control tests. Dr. Rusk is fully alive to the possibilities of error. He admits that even the sacred process of apperception has its defects (page 78), that many experimental investigations have merely negative results (page 167), and that not infrequently the results of experiments overturn the cherished opinions of even progressive educationists (e.g. page 270). The scientific spirit is manifest throughout, as indeed is to be expected in the work of a man who has himself done a great deal of successful experimental work under the most rigid control tests.

As to style, the book is well written. It is true that on page 57 our author appears to exclude England from Europe, and (certainly to our surprise) his treatment of the term *empathy* on page 140 was found confusing by some students to whom we referred the book by way of test. But the volume as a whole is not only clear, but strikingly so. It will be found extremely attractive to all those who have any real interest in education. It is the only book in English that gives a systematic account of the whole field of experimental pedagogy. It is thoroughly well suited to serve as a textbook, while its copious references to English and foreign literature on the subject make it invaluable to the advanced student.

History of English Prose Rhythm. By GEORGE SAINTSBURY. (14s. net. Macmillan.)

Difficilis, facilis, iucundus, amarus es idem;
Nec tecum possum vivere nec sine te.
We read, we relish, reprobate, and flout thee;
There is no living with thee or without thee.

It seems but the other day that we were reviewing Prof. Saintsbury's "History of English Prosody" and his "Historical Manual," and here we have from the same fountain pen (if we may parody the author's style) a goodly treatise of some five hundred pages on Prose Rhythm. On scansion, or the metric of verse, we have had in the last ten years as many or more distinct treatises, but the prosody of prose is almost virgin soil, and the only forerunners whom Prof. Saintsbury has discovered are Bishop Hurd, who attempted to scan a *Spectator* of Addison's, and a certain eighteenth-century Minister, John Mason, who wrote a tract on Prosaic Numbers. Hurd is commended as a pioneer but "he sticks in the bark." In our judgment the Bishop gets nearer to the core of the matter than the Professor. "In our language," he writes, "quantity is determined by the accent." Here the foot is assumed as the rule and measure of English prose rhythm, and Quintilian's dictum that all prose can be scanned after a fashion, analysed into feet which are combinations of longs and shorts, stands as the motto of the book. Hurd contents himself with iambs,

trochees, and possibly anapæsts. Saintsbury ranges from the monosyllabic (anonymous as Aristotle would call it) to the dochmiac of five or possibly six syllables. *Shē* is a foot (elsewhere *shē*); *possibility, the imagination, mater lachrymarum, in the dishonourable*, are feet. Of accent, in theory, there is no account, and with such a Lesbian rule it is, of course, possible to scan law reports or the present review. In fact the author only half believes in his own theory of longs and shorts. He allows that it hardly affects rhythmical effect whether in early English *oak* was pronounced as *awk* or *ock*, and holds that Greek and Latin literature can be best enjoyed by Englishmen when mispronounced as English.

The bulk of the book consists in the scansion of typical passages from our leading prosists—division into feet, each syllable marked long, short, or doubtful; and it would seem to follow that the verdict of a critic who holds that English scansion depends primarily on accent and only subordinately on quantity, and that in prose the unit must be the *colon*, not the foot, must needs be *infelix operis summae*. And yet from a critic who has read the five hundred pages, not as a duty, but as a pleasure, such a sentence is impossible. The book is good in spite of its theory, and the judicious reader will pay no more regard to the quantification than the school-boy does to Greek accents, and, when the Professor resists the temptation to scan the whole of the eleven pages of De Quincey's "Dream Fugue," be thankful for large mercies. Prof. Saintsbury knows English literature as few know it: he has read and re-read the best books, and, in spite of his perverse theory, he has an ear for harmony and rhythm. He does not pretend to be himself a maker of prose and "I or Cluvianus" is a favourite tag; but, if we may say so without offence, his own style has vastly improved. When he talks of "prudish critics who gasp and jib" at coinages such as "xenomania" we are forced to fit the cap; but here they are less plentiful, though "publicaturience" and "vernacularity" will hardly pass as coin of the realm. With dry humour he tells us: "I do not hate parenthesis and epexegesis"; but here he dissembles his love for brackets within brackets; and such a sentence as that on page 378 is comparatively rare. Here is a challenge which some of our readers may be tempted to accept:—

"Becky was always good to him, always amused, never angry." Anybody can do that. The Atlantes of the twentieth century could do it, in a posture vernacularly well known, but for the peril of disturbing the literature that they carry? Perhaps; but please find something like it for me before 1845, and out of Thackeray, if you will kindly do so. In him it is everywhere.

Science and Religion in Contemporary Philosophy. By EMILE BOUTROUX. Translated by JONATHAN NIELD. (5s. Duckworth.)

This book was originally published in 1912 and is now re-issued by Messrs. Duckworth in their excellent Crown Library. Prof. Boutroux's book ought to appeal to a wide circle of readers at the present day. M. Boutroux is not, perhaps, a great original thinker, but he has something of that power of sympathizing with and stating clearly very different stand-points which was so marked in William James. The conflict between science and religion is regarded as expressing itself in two tendencies, the naturalistic and the spiritualistic. As representatives of the first tendency, Prof. Boutroux takes Comte, Herbert Spencer, and Haeckel; as representatives of the second, Ritschl, Le Roy and his school, and William James. Each chapter contains a clear and sympathetic account of the view which is being examined, followed by a criticism which develops the main argument of the book and prepares the way for Prof. Boutroux's account of his own conception of the relation between the scientific spirit and the religious spirit in the last two chapters. It is part of his answer to the problems raised by the strife between religion and science that the struggle is not really between religion and science, but between the religious spirit and the scientific spirit, and that each of these is developing and becoming more and more capable of being reconciled with the other.

Most interesting, perhaps, are the chapters on the attempt to reduce religion to psychology and sociology, movements which are better known in France than in this country, but which are well worthy of attention; the chapter on "Religion and the Limits of Science"; and the chapter on "The Philosophy of Action." The last chapter contains an illuminating account of Pragmatism as a philosophy of religion both sympathetic and wisely critical.

Education: a Survey of Tendencies. By A. M. WILLIAMS, M.A. (3s. net. Maclehoose.)

We are told in the preface that this book "is intended to meet the needs of young students and also offers to the general reader an account of the evolution and nature of a great public service." It certainly succeeds in its first purpose. It does not profess to break new ground at any point, but it presents a general view of the whole subject that is much more attractive than usual. It avoids psychology on the one hand and mere school management on the other, and is quite free from all philosophical subtleties. The intelligent student will gather from its pages a better general view of the practical aspects of his profession than can be obtained from any of the other textbooks at present available. Naturally, it will have to be supplemented by other books that deal with the various branches in greater detail. The book is well written. Mr. Williams has a clear and pleasant style that cannot but attract the student. It may, perhaps, be objected that he allows his love of letters to tempt him to use more literary illustrations than are quite needful. But, in a first book on education, it is an error on the right side to make the text attractive. The students will undoubtedly find enough counterbalancing dullness in their other treatises. Not only is the style pleasing, but the general tone of the argument is cheerful. On all the controversial points, Mr. Williams unhesitatingly takes the optimistic side; and since the orthodox views are, fortunately, swinging in that direction, he can do so without misleading his readers. He is singularly broad in his sympathies and is remarkably fair in his statement of positions that he cannot himself accept. It is probably because of his desire to meet the needs of the ordinary argumentative reader that he introduces more figures than are good for the young student. Why trouble that student, for example, with the price of the site of a school for defectives in Duncan Street, Edinburgh? So far as it goes, the book is accurate as well as thorough. There is an error on page 80 in the relation between pints and litres, and on page 120 the thoughtful student will have some difficulty in determining exactly how Mr. Williams stands regarding the derivation of the word "education." But the only serious fault we have to find with the book is its neglect of experimental education. Surely, in a survey of tendencies, it is necessary to take note of the striking development in experimental methods. Whatever may be thought of Meumann and his work, they cannot be neglected by any one who professes to cover the whole field of current educational tendencies. Indeed, it would be difficult to find a tendency in education more characteristic of the present day than that towards experimental methods. Nothing shows this more clearly than the reception accorded to Dr. Rusk's recent book. Mr. Williams treats incidentally with the results of the experimental method—as, for example, in dealing with fatigue; but in his next edition he will be well advised to add a separate chapter on this vital subject. All the same, we welcome the book as it is and recommend it as an excellent introduction to the study of education.

Mental Discipline and Educational Values. By W. H. HECK. (3s. 6d. net. John Lane.)

Though this book is dated 1912, it bears no indication of being a third edition, and on comparing it with the second edition dated 1911 we find no trace of additions or differences. It may, therefore, be regarded as a reprint of the second edition with the omission of the preface. The important thing is that a book of this kind should so rapidly have reached this stage. It certainly deserves to be widely read, as it gives an excellent résumé of what is after all the fundamental problem of modern educational theory—the problem of Formal Training. Mr. Heck supplies all the matter that is necessary to enable a fair-minded reader to come to a just conclusion on this vexed question. There is, first of all, a review of the discussions; this is followed by a very full and thorough account of the relevant experiments. Then comes a general treatment of the present condition of the problem, illuminated by the author's own contributions, of which the most important are to be found in the chapter on Localization of Function. The *pros* and *cons* are set forth with the greatest fairness, though the author is not at all afraid to make it quite clear what his own views are. From the nature of the case the work is largely made up of quotations, but

the reader will certainly not object to this, as it places within his reach in a very handy form all that is essential to understand the development and present state of a problem that has given rise to more confused thinking than is common even in educational writing. The English reader, in particular, will find here sufficiently full quotations from writers who are not easily accessible on this side of the Atlantic. It is a little ungracious to complain of omissions where so much is given, but we think that Dr. Hayward's contributions to this subject deserve at least a mention in the valuable bibliography with which the volume concludes. Further, a book bearing the date 1912, and dealing largely with "Educational Values," should certainly have included in its bibliography W. C. Bagley's valuable book with that title.

Matter, Form, and Style. By HARDRESS O'GRADY. (2s. Murray.)

The title gives promise of some departure from the orthodox manuals of composition which continue to flood the book market, mostly from the American press, and the contents do not belie the title. Mr. O'Grady acknowledges his obligations to Dr. Sadler, Mr. P. J. Hartog, and others, but the conception of the work is wholly original. Instead of building up the theme, story, narrative, or essay, word by word, sentence by sentence, period by period, he starts with the whole and works down to the parts. Of grammar, figures of speech, punctuation, errors in English there is not a word, and a London matriculant who had been prepared on this manual might get full marks for his essay, but would probably be plucked on the rest of the English paper. The author starts by relating an incident of his life in Natal—first in the rough draft, then as worked up. Next we have a page from the "Vailima Letters" and the story of the cat that swallowed the lace from "Cranford," and the pupil is instructed, after studying these specimens of successful narrative and considering why they are interesting, to try his hand at a similar composition. Again we start from a personal experience—a letter received by the author: "We shall be pleased to see you and shall try to make you feel at home," and the pupil is required to express in natural language that he would "prefer his eccentric aunt not to embrace him in public"—an awkward request that taxes even the author's grammar. We can only guess at the right answer:

"Kiss me, sweet Aunt, in private, but forbear
In public, and your nephew's blushes spare."

We have given enough to show the scope and method of the book. The various exercises are contrived to bring home the difference between good and bad writing. They are all ingenious, but the fault is that they are not sufficiently graduated, and reminiscent of missing word competitions. An intelligent teacher will hail it as a godsend, but your dull teacher will say that it needs a key. "Metaphore" and "a genii" are eccentricities—probably of the printer.

Circumstances or Character? By CLEMENT F. ROGERS, M.A. (3s. 6d. net. Methuen.)

Some twenty addresses and articles—studies in social work the author calls them in a sub-title—which have been delivered before important Church Conferences or have appeared in leading Church organs from 1902 to 1910. The author is first and foremost a Churchman, and in the next place, a convinced supporter of the Charity Organization Society. He appears to think that if only he could instil the Church, so far as its charitable efforts are concerned, with the spirit and methods of the Charity Organization Society, the millennium would have dawned. He certainly does not spare the Church, of which he is a devoted servant, and his indictment of slipshod and demoralizing charities is scathing. The perils that dog the steps of an indiscriminate charity could not have been more glaringly exposed; the C.O.S. itself could not have got together more convincing lists of cases, most of them derived from the author's personal experience, where charity, instead of aiding and elevating, proved fatally demoralizing and destructive. The author's reply to the question formulated in his title is that "character, and not circumstances, is the prime factor for good or evil in social life." As Socrates says to Glaucon in the "Republic": "My belief is, not that a good body will, by its own excellence, make the soul good; but, on the contrary, that a good soul will by its excellence render the body as perfect as it can be." The author holds that he and the C.O.S. have proved this to the hilt. His own ultimate remedy is in the education of the people in the widest sense, but especially in the education of character, such education to be based on religion, and such religion to be that of the Church of England.

Virgil. By T. R. GLOVER. (7s. 6d. Methuen.)

We welcome a new and revised edition of Mr. Glover's "Virgil." Our own copy of "Studies in Virgil" (1904) is well thumbed, scored, and annotated, and we would not exchange our old lamp

for a new one. The book is virtually the same, but it has been thoroughly overhauled. There are few corrections—a testimony, in this case, to the accuracy of the author; but there are many additional notes, and translations of the quotations are given. In reviewing the first edition we suggested that a chapter on Virgil in literature might have been added. Mr. Glover replies that this subject had already been treated by Comparetti in his "Virgil in the Middle Ages"; but we were rather thinking of later times—of Charles I and Newman and the "Sortes Virgilianae," of Fox, Pitt, Gladstone, and quotations in the House, of Virgilian echoes in English poets from Shakespeare to Tennyson. The renderings here given are eclectic, but mostly from Conington. This is not the place to discuss the merits of rival translators (a subject that might furnish another chapter), but we may say that Conington's version rarely impresses us as inevitable—e.g., *Florentem studiis ignobilis otii*, "embowered in pursuits of inglorious leisure." Tennyson, in "Be mine a philosopher's life in the quiet woodland ways," has caught the spirit, and "the humble scholar's life of blissful ease" would be nearer. In single lines and brief extracts no one has equalled Myers, and James Rhoades and Fairfax Taylor might have been drawn upon. A short bibliography would be helpful. Mr. Glover errs with M. Arnold in supposing that Goethe ever said of Heine that he was wanting in love.

The Wars of Greece and Persia. Selections from Herodotus in Attic Greek. Edited by W. D. LOWE. (2s. 6d. Clarendon Press.)

This makes an excellent first Greek reader—far more interesting to boys than extracts from the "Anabasis." A similar experiment was made some thirty years ago by Mr. J. S. Phillpotts, of Bedford, and we have often wondered why it was not more favourably received. Notes and vocabulary give all needful assistance.

"Ora Maritima Series."—*En Vacances.* By Miss M. I. EBBUTT, M.A., and Prof. ANATOLE LE DU. (2s. Kegan Paul.)

We fear that the authors of "En Vacances" have over-estimated the learning capacity of small children, for whom this book is presumably intended. The number of words alone to be mastered in the first chapter would tax their powers to the uttermost, and they are asked to learn in addition the singular and plural of verbs, nouns, and adjectives. The third chapter introduces the imperfect tense, and before the end of the book, which is only twenty chapters long, we have the rules for the agreement of the past and even the present participles. The text consists of an account of a French family on its summer holiday in the country. It is pleasantly written and attractively illustrated. All grammar and exercises are reserved for the second half of the book and, except for the *questionnaire*, are in English. From the very first English sentences are provided for retranslation. The difficulty of the text and exercises is counterbalanced by excessive help given in vocabularies and "Notes" on each chapter, which last consist simply of translation of verb forms or groups of words. The terms used in the grammar rules are those recommended by the Joint Committee on Grammatical Terminology. In our judgment this book is more fitted for a backward form of older pupils than for actual beginners—at least, in schools where French is the first language to be taught and the beginners, therefore, of very tender years.

Le Mouron Rouge. Adapted by Mme LA BARONNE D'ORCZY. Edited by W. M. POOLE and E. L. LASSIMONNE. (1s. 6d. Murray.)

Many young people will be delighted to recognize under its French name their favourite "Scarlet Pimpernel," the final incident of which has been adapted for school use by the author. There is no doubt as to its being a story to catch and hold their interest, though one regrets the loss of the first part if only to serve as an explanation of the relations between husband and wife as we find them at the opening of this extract. The editors have been sparing in their notes, which are in French and adequately explain any unusual words. The exercises which face the text on each page consist of *questions de sens* and *questions de grammaire*. We are doubtful as to the advisability of an interleaved *questionnaire*, as it is thereby rendered practically useless for written work, and there must be few teachers who do not make their own questions for the oral lesson. Of the grammar questions some are certainly suggestive, but there is too little method in them and they are often rather pointless or too obscure to be practical. We notice on the same page, for example, "Donnez le singulier de trente gentilshommes," and "Son propre mari = son mari + préposition + pronom," neither of which seem important enough for print. What is needed in a book of this kind is rather a series of systematic exercises on different grammatical points, giving the pupil some well defined sum of acquirement for his term's work.

From the Librairie Larousse we have received an attractive series of anthologies, published under the direction of M. de Gautier-

Ferrières, Laureate of the French Académie. The sixteenth, seventeenth, and eighteenth centuries have each a volume of prose and verse, and the nineteenth century has two volumes of prose and two of verse. To each author there is a short introduction, giving the main facts of his life and work, and also (a novel feature) his portrait and autograph, often a holograph in the case of the more distinguished moderns. The price of each volume is 1 f. 50 c. There are also two larger volumes (each 6 f. in cloth) of Victor Hugo's prose and poetry, edited by Léopold-Lecour. The former tears the heart out of the novels—"Les Misérables" runs to 160 closely printed pages. The second includes the dramas in verse. The portraits of Hugo at each climacteric of his life are of special interest. The selection is made with fine taste and judgment, but it seems to us a mistake to have given Victor Hugo the lion's share in the nineteenth-century anthology.

Messrs. Blackie send us another instalment of their "Little French Classics" and "Little German Classics." The combination of cheapness with excellence of type and get-up and of editing makes this series unrivalled, and we need only call attention to what seem to us the most suitable of the present volumes. *Mémoires de Saint-Simon* gives eleven characteristic specimens of the prince of memoir writers. This is new ground. *Le Lac de Gers* is an extract, all too brief, from Töpffer, an old favourite with boys. Thiers's *Austerlitz* might serve for an Army class, but it needs a map as well as a plan of the battle, and the editing leaves something to be desired. Thiers speaks of "the hillock which the troops who had served in Egypt had called 'Santon,'" and Mr. Dyson annotates: "The word recalls Napoleon's exploits in Egypt, and was probably so called after a similar hill there." Why did he not look out the word in Larousse? *Et du mieux mérité*, "and the better merited," is a mistranslation. Among the German classics we welcome Benedix's *Eigensinn*, a one-act play, and Stern's *Die Flut des Lebens*. Zahn's *Der Geiss-Christel* seems to us less suitable. The atmosphere and, in part, the vocabulary are Swiss.

L'Année Pédagogique publiée. Par L. CELLÉRIER et L. DUGAS. (7.50 fr. Paris: Felix Alcan.)

We welcome the first appearance of what promises to be a hardy annual, a publication as indispensable to the educationist as "Hazell" is to the general public. The bulk of the book is a Bibliography, giving not only the titles but a description or résumé of educational books, pamphlets, monographs, and articles in *Fach* journals that has appeared during the year in France, England, Germany, and the United States. This is preceded by four *articles de fond* by the two Editors, M. Emile Boutroux, the Academician, and one anonymous on primary instruction. With such an *embarras du choix* it would seem ungrateful to point out omissions; but we have failed to discover any reference to events that have loomed large in England during the past year—the Conference of Universities of the Empire and the Teachers' Registration Council. The name of Montessori is not in the Index, though under "Ecoles des Enfants" we find one book on her method.

Elementary German Grammar. By E. C. WESSELHOEFT. (2s. 6d. Heath.)

For those who favour the old discipline this is a well arranged introduction to the study of German, in which grammar plays the *Hauptrolle* and exercises and translation the *Nebenrollen*. The full index and paradigms of verbs add to its value.

La Jeune Sibérienne. Par XAVIER DE MAISTRE. Edited by CHARLES WESLEY ROBSON. (1s. 6d. Ginn.)

An up-to-date edition of an old favourite that has fallen out of fashion, with all the modern accessories of question, retranslation, &c. The notes give all that can be desired, and in our opinion something more. Thus, we do not see the use of giving the reason of every subjunctive, or appending to it a "Why?"

A School Algebra. Parts II and III. By H. S. HALL, M.A. (2s. 6d. Macmillan.)

These two parts, which are here included in one volume, complete the "School Algebra." They maintain the high level set in the first part, and, when compared with the latter half of the well known "Elementary Algebra," show many improvements in detail, the natural results of an experience gained during a period of nearly thirty years. The volume begins with progressions, indices, and surds, and ends with the binomial, exponential, and logarithmic theorems. Two main principles seem to have guided the author in this revision of his earlier work. With the first we agree entirely. Graphs are used freely, but as a means of illustration only, except in one chapter in which the graphs of somewhat complicated functions are considered. They thus occupy their proper place in an intermediate course of algebra. With regard to the second principle, we are in less cordial agreement. No proof at all may be preferable to an unsound proof, but a proof need not be omitted merely because it is difficult. The simpler

tests of convergency ought to be within the range of pupils who have advanced as far as permutations, and we should rather see proofs, if only for the benefit of a few readers, than to take for granted theorems so important as the binomial theorem for any index and the exponential theorem. Some of the chapters are of exceptional interest and value. Logarithms are taken in their natural place after indices and surds, and are amply illustrated by graphs. "The Theory of Quadratic Equations and Functions" is the title of another good chapter; but, in proving that a quadratic equation has two (and only two) roots, the author gives the old-fashioned reasoning, which merely shows that such an equation cannot have more than two *different* roots. The chapter on variation and a chapter on difficult factors and the remainder theorem also seem above the average. As in all the author's textbooks, the examples are a notable feature, and the collections of miscellaneous exercises will be found most useful. The type is clear when looked at closely, but rather too small for school use, and the lines are too close together. The diagrams are excellent.

Elementary Geometry. By A. E. LAYNG, M.A. (3s.; or, in two parts, 1s. 6d. each. Murray.)

Mr. Layng has done good work in the past as a writer of mathematical textbooks, and we can only regret that he has not added to his reputation or usefulness by the publication of his "Elementary Geometry." In many of the theorems the reasoning is loose, and in some (such as Euclid I, 18 and 19) the remodelled proofs are made more difficult without any corresponding improvement. The exercises are, of course, good and well arranged, as in all Mr. Layng's other books.

The Mustard Tree. An Argument on behalf of the Divinity of Christ. By O. R. VASSAL-PHILLIPS. (Pp. xxxii, 530. 5s. net. Duckworth.)

To those who enjoy rhetorical discourse, flavoured with a strong controversial element, this volume, by Father Vassal-Phillips, a popular Roman Catholic preacher, may be commended. The author takes the Roman Catholic Church, the Papacy, the Sacraments, and the devotions, and proceeds to argue that these, in their entirety, and as a living whole, can only be explained on the hypothesis of a divine origin. Now, quite an impressive apologetic argument could be constructed on these lines, if opponents were treated fairly, and modern points of view discussed with respect. Unfortunately, the author's favourite method is to indulge in cheap sneers and contemptuous comment in place of reasoned criticism. The following passage may be cited as an example of the author's rhetorical style: "The thought of the first book that ever sprang from the brain of a man must always possess a fascination for mankind. It may be that we find ourselves in some great library, where the ideas of humanity lie stored. Perhaps it is the British Museum. We look around, and as we gaze upon the hexagonal, cylinder-shaped volumes of old Babylon, or examine the yet more ancient clay-baked cones covered with archaic characters, written—as we are told—about six thousand five hundred years ago, they thrill us with the romance of the mighty past. Once more we look, and now, only a few yards distant, autograph manuscripts of Scott, Macaulay, Tennyson, George Eliot, Cardinal Newman—famous names of yesterday—arrest the eye. . . . But of the books of the whole world there are four which stand out, pre-eminent in their tremendous import for every one of us. To those who love them they are known as the Holy Gospels." It should be added that, when allowance is made for the rhetorical form, the argument, as a whole, is very skilfully constructed, and sometimes—as in parts of the chapter headed "Difficulties"—the discussion is really valuable and impressive. Mr. Hilaire Belloc, who provides an "epilogue," confesses that it was nothing but "admiration for the arguments presented and the order in which they are enforced" that overcame his natural hesitation "to venture into a field" which he thinks himself "quite unfitted to enter." The volume has a distinct value as illuminating the Roman Catholic point of view, both generally and incidentally, on many interesting topics. Father Benson contributes a preface.

"The Smaller Cambridge Bible for Schools."—(1) *Judges and Ruth*. By J. S. BLACK, LL.D., and A. W. STREANE, D.D. (2) *Joel and Amos*. By J. C. H. HOW, M.A. (3) *Proverbs*. By the Rev. J. R. COATES, B.A. (4) *The Acts of the Apostles*. By H. C. O. LANCHESTER, M.A. (Each volume 1s. net.)

The text commented on is that of the Authorized Version as given in Dr. Scrivener's "Cambridge Paragraph Bible." A map is provided in each volume.

(1) Dr. Sutherland Black's "Judges," which is now bound up with Dr. Streane's "Ruth" in one volume, is a reissue, with slight additions, of his earlier small commentary, published in 1892. It is a masterly little treatise, useful alike to professed scholars and general students. The occasional corrections of the text are

especially valuable, as also is the Introduction. Dr. Streane takes a conservative view of the date of Ruth, regarding it as a pre-Exilic composition. Its "real object . . . may well have been to present a charming picture or idyll of earlier days, which should at the same time be in immediate connexion with the ancestry of David." This view will hardly commend itself to most modern scholars, who see in the little book a counterblast to the measures taken by Ezra and Nehemiah against mixed marriages.

(2) Mr. How's volume on Joel and Amos is careful and painstaking. After a judicial survey of the evidence he inclines to the post-Exilic date for Joel. In the introduction to Amos there is a useful section on "the prophetic ministry." The volume forms an excellent book for class use, and ought to facilitate the study (which is much to be desired) of these important prophetic writings in schools.

(3) Mr. Coates's "Proverbs" is also a useful volume, though the Introduction might well have been somewhat fuller. The post-Exilic date is, on the whole, accepted.

(4) In his volume on the Acts, Mr. Lanchester has produced a good working commentary for class purposes. It would have been well, however, if more information had been given on such important Jewish parties as those of the Pharisees and Sadducees.

Thessalonians I and II, Timothy, Titus. Edited by H. W. FULFORD, M.A. (1s. 6d. net.)

This is one of the excellent series of small commentaries on the Revised Version. It provides a handy commentary, with introductions to the several Epistles—all adequate for the purpose in hand. The notes are carefully done. Among much that is useful, the discussion of the question of episcopacy in relation to the Pastorals may be singled out (pages 65-69). The conclusion reached is that "while the appointment of Timothy and Titus was probably for life, and while they certainly exercised what would now be called 'episcopal' functions, yet 'the monarchical episcopate' of the days of Ignatius is not yet established. There had been a considerable growth in the fifty years between St. Paul and Ignatius." The volume is provided with a useful map.

"The Cambridge Bible for Schools."—*Galatians*. Edited by A. LUKYN WILLIAMS, B.D. (1s. 6d. net.)

This volume contains an Introduction and Commentary on the English text of the Epistle (Authorized Version). It corresponds in substance with the commentary on the Greek text, which has already been noticed in our columns as one of the best and most valuable contributions to the Cambridge Series. The Introduction is an especially fine piece of work.

The Making of Western Europe. I: The Dark Ages, 300-1000 A.D. By C. R. L. FLETCHER. (7s. 6d. net. Murray.)

This is an interesting and amusing as well as an able book. It lacks the *abandon* of Mr. Fletcher's work on English history, but is none the worse for the loss. Like the earlier book, it has been written because the author enjoyed the prospect of writing it, and therefore it contains a great deal of information which our scholars in schools and Universities do not find in their ordinary textbooks. The reader of this book will really know something about the later Roman Empire and Gregory of Tours and feudalism, and, as the author has allowed himself plenty of space, he will get his knowledge in an understanding way. Even such a good little book as Bémont and Monod's "Histoire de l'Europe au moyen âge" cannot teach him in this way without the aid of a teacher. Moreover, Mr. Fletcher has added intelligible summaries and genealogical tables.

Whether this book would leave an accurate general impression of the Dark Ages upon the mind of a boy or girl who was beginning the study of European history is another matter. There are a great many facts and stories which do not especially illustrate the Middle Ages. The frequent asides and quotations, which fall so pleasantly on the ear, give the book an artificial literary flavour. One feels, also, that a little more care and research might easily have made some pages more useful—e.g. on the Colonate, or Papal Rome, or the Frankish counties. But, after all, Gibbon has the same qualities, and if Mr. Fletcher induces his young friends to read Gibbon the most ardent of scientific historians need not grumble. The intimate understanding will come later. And this reminds us that Mr. Fletcher writes frequently and charmingly upon the original authorities.

A First Book in English Literature. Part VI: Wordsworth to Tennyson. By C. LINKLATER THOMSON. (2s. 6d. Horace Marshall.)

As the stream of literature broadens, it is harder to select names and still harder to illustrate by extracts. Miss Thomson does well in wholly ignoring the small fry, and her appreciations of the great masters are solid and sensible. We doubt whether it is worth while to give the plots of Jane Austen's and Walter Scott's novels and the merits and defects of "Don Juan," the plot of which

cannot be adequately treated in a book intended for the young person. We have noticed a few misprints or mistakes—"Sidney Smith" (for Sydney), "Meg Merilees," "Baillie Nichol Jarvie," "Burlie of Balfour," "Bright star, would I were *pensive* as thou art." The date of Scott's marriage to Miss Carpenter is here 1798; in "The Dictionary of National Biography," 1797; in Lang's "History of English Literature," "to Miss Charpentier, 1799." Which is right? "The picaresque novel reached perfection in Dickens" is a strange saying. The volume does not include Tennyson, though Tennyson's poems and Browning's "Paracelsus" appear in the chronological tables.

Old Favourites from the Elder Poets. By MATILDA SHARPE. (3s. 6d. Methuen.)

"The plan of this little volume is to give poetry of all kinds, trying to give the choicest of each, which, indeed, are always to be found among those best known." The preface does bare justice to the scope and variety of this extraordinary anthology. It begins with Chaucer and ends with the editor, including, by the way, Horace, Thomas of Celano, Habakkuk, Lord George Byron (*sic*), and scraps set down from memory. "The pieces have been shortened, sometimes only for shortness' sake." Kingsley, for instance, has only two lines:

"Be good, sweet maid, and let who will be clever;
Do noble things, not dream them all day long."

It is hardly fair on Tennyson to give "From the Higher" as the title of a poem or as a specimen of his lyrics:

"Tears, idle tears, I know not what they mean,
Thinking of the days that are no more."

Swinburne, too, might complain that he appears under Edward Falkner in four lines entitled "Translation of the Antique." The translation of Horace (anonymous) is a literary curiosity: "So long as the Capital the High Priest climbs I shall be spoken, . . . and where, poor of water, the Daunus over the country people reigns out of his humility, powerful." The volume concludes with an original poem. We have space only for one extract:

"Then one relates with graphic saw
The thrilling tale of Franco-German War,
The panting horse-scapes that they choose,
Who bare hot tidings to the *Daily News*;
And he, now head of our Royal Academy,
Would, with his lovely wife, enliven the company."

Wonders of the Sea. By F. MARTIN DUNCAN and L. T. DUNCAN. (Henry Frowde and Hodder & Stoughton.)

The titles of the six small volumes of which this series consists will be found under "Books of the Month." They are attractive in appearance and in print and paper satisfy all the requirements of the British Association. The description of the common objects to be found on the seashore is clear and entertaining, but it proceeds *per enumerationem simplicem* and is professedly unscientific. The love of collecting is the root of all natural history, and the young collector will not find much assistance. Shells, for instance, deserve a volume to themselves, but in the volume of which they form a chapter there is a pretty plate of eleven shells, unnumbered and not easy to identify.

Le Livre Rouge. Par E. MAGÉE. (1s. 6d. net. Blackie.)

"A picture-book giving a large vocabulary of words which little children use every day." The first lesson on the classroom contains some fifty names of objects and is doubtless intended to furnish matter for ten lessons, though this is not indicated; the second gives the ordinals up to a hundred, with addition, and so on. In the hands of a skilled teacher we doubt not that the book will be found an effective instrument, but we should deprecate its use as the one French primer. The pictures are crude, but serve their purpose. Those under the months do not always correspond to the text. "Savez-vous planter les choux?" is a capital song. Why are there not more like it?

With the Airmen. By CLAUDE GRAHAME-WHITE, in Collaboration with HARRY HARPER. (Frowde and Hodder & Stoughton.)

Mr. Grahame-White tells the tale of air-flying as he told it, or a part of it, to some boy friends who visited his aerodrome at Hendon. After reading his book through, he thinks the plan works out well, and so do we. To judge by the newspapers, there are as many fatal accidents as successful flights. The misses are recorded, but not the hits. This book comes as a corrective. It shows that, with reasonable precautions, there is little more danger in an air flight than in a motor ride, and Mr. Grahame-White hopes to see the time when aeroplanes will be as common as motors, and warns our War Office against the imminent danger of a fleet of aeroplanes, each ship capable of dropping 1,600 lb. of explosives upon London. He speaks of what he knows, and men, no less than boys, will delight in his lively narrative.

The Crock of Gold. By JAMES STEPHENS. (5s. net. Macmillan.)

Mr. Fortescue himself would find it hard to classify "The Crock of Gold"—on the face of it a fairy story with Leprechauns in the first chapter and the Thin Woman of Dun Gortin as the heroine. We turn the page and find a dissertation on life and death between the Two Philosophers. It is a thinly-veiled philosophical treatise. But, no; a typical Irishman intervenes to seek counsel of the Philosopher how to recover his wife's lost washing-board. It is an extravaganza after the manner of George Birmingham's "Spanish Gold." Well, it is all or none of these. The scene is Ireland and the characters are Irish, but realism and mysticism, the natural and supernatural, are so cunningly intermingled as warp and woof that we have at once a philosophy of life and an exquisite fairy tale. We are reminded now and again of Thomas Love Peacock, of George Meredith, and of Algernon Blackwood; but it is the most original *Dichtung* (there is no English equivalent) that we have seen for many a day.

Animals around us. By MARTIN MERRYTHOUGHT. With Illustrations by EDITH B. HOLDEN. (Henry Frowde and Hodder & Stoughton.)

The commonest of British mammals are here described in doggerel. The author disarms criticism by announcing himself as a poet made, not born, and has succeeded in portraying the features and habits of our wild animals in pleasantly rimed prose, aided by Miss Holden's well drawn illustrations.

Insect Workers. By W. J. CLAXTON. (1s. Cassell.)

"How the insects carry out their trades as tailors, scavengers, divers, cigar-makers, basket-makers, locksmiths." Such is the attractive playbill, and the performance in seventeen short scenes does not disappoint us. The coloured plates are too gaudy, but the full-page photographs are good.

Stories of Old. By E. L. HOSKYN. Illustrated by J. TENNANT. (Black.)

This is a medley. We start with the patron saints of the United Kingdom; then we have the true histories of Robert Bruce, Joan of Arc, and Peter the Great, and end with Thor and Trolls, with Browning's "Pied Piper" as an interlude. The illustrations by J. Tennant are well drawn and spirited, but they are stretched on maps of the different countries, reminding us of the Signs of the Zodiac.

Mythological Rhymes. By Sir REED GOOCH BAGGORKE. (4s. F. Hodgson.)

For the benefit of "the man in the street" the author has presented in rime a "succinct and entertaining account of the principal legends." As a fair specimen, we may quote the first stanza of "Zeus."

"Rhea was 'mother of the gods' by Cronos, spouse and brother
both;
Six deities of heaven and hell from Phrygian Cybele had their
growth,
Of gods those mighty ones she bore, Poseidon, Zeus, and
Hades,
While Hera, Hestia, and Demeter were the Olympian ladies."

Beating to Port, and other Poems. By T. P. B. (3s. 6d. net. Methuen.)

These poems, we are informed, are by an army officer, the author of "Sutor ultra Crepidam," a book of common-sense reflections upon religious subjects. They show a rare facility of rime and mastery of technique, but the message they are intended to convey, that there is no real distinction between secular and religious literature, is in parables not always clear to interpret. There is a striking variation of Uhland's "Der Snger." The worldly king, offended by the heavenly strains, smites, not the minstrel, but his harp, and the pious queen, whose ear is in tune, dies of rapture. Even more striking is the story of the Jew who sells a cross for Jesus with the moral:—

"If the Father again His Son to earth,
In the form of man, should send,
We'd purchase the manger that saw his birth
For a show—and a dividend."

The motive of "Parted," "Apparent Failure," and "The Sisters" is not clear; but here is a Christmas carol with the true lilt:—

"The lame shall leap as a hart,
And the tongue of the dumb shall sing;
And the eyes of the blind have part
In the sight of the Child born King."

Mr. Lancelot: a Comedy of Assumptions. By MAURICE HEWLETT. (6s. Macmillan.)

Homer, had he lived in the days of circulating libraries, would, doubtless, have named his "Iliad" "Helen of Troy," and a truer,

(Continued on page 834.)

BOOKS FOR THE CAMBRIDGE JUNIOR AND SENIOR LOCALS.*

THE success of the series of books specially issued for the Cambridge Senior Local Examinations induced the University Tutorial Press to prepare a similar series for use in schools that work on the lines of the Junior Local Examination. All of these, with the exception of the *New Junior French Course* and *Junior Geometry*, have now been published.

These books are, in nearly every case, the work of practical teachers, who have been for some time engaged in the preparation of pupils for the Junior Local, and, having met with a great measure of success in their work, may be considered to have a thorough knowledge of the requirements of the Examination. The books are intended, however, to be something more than mere Examination Text-Books: they are designed to be complete, practical, though elementary, works, and will, it is hoped, reflect in matter and arrangement and in manner of presentation the accepted views of educational experts at the present time. In other words, they will be thoroughly up to date.

The series covers nearly all the important subjects in the syllabus. In Religious Knowledge editions of the *Gospel of S. Mark*,¹ and of *The Acts of the Apostles*,² Chapters i to xvi., suitable for use by both Seniors and Juniors, were published early in May of this year. The notes are brief and, it is hoped, not overloaded with useless learning, while their length has been kept down by the insertion of full Introductions dealing with the topics of general interest arising from the text.

In English a *Junior English Composition*³ and a *Junior English Grammar, with Parsing and Analysis*⁴ have been published. *Junior English Composition* is by the same author as *Senior English Composition* and, as was expected, has had as favourable a reception as the more advanced work. The *Junior English Grammar* endeavours to correlate accidence and syntax from the beginning, and is mainly based on inductive methods.

In addition to these books covering the permanent part of the Junior Local Syllabus in English, Junior editions of Scott's *Marmion*, Milton's *Comus*, Shakespeare's *As You Like It*, and *Macbeth* have been prepared.

In Latin a *New Junior Latin Course*⁵ has been issued, covering the requirements of the Examination in grammar, parsing, and translation of English into Latin. This book makes the reading-lesson the basis of the teaching and provides for oral practice in answering questions in Latin. It is supplemented by the *New Junior Latin Reader*,⁶ which consists of a number of extracts carefully graded and suitable for junior pupils, each extract being complete in itself. There is an oral exercise on each extract. Editions of the prescribed Latin Classics for 1913,⁷ with introductions, notes, and full alphabetical vocabularies, are also ready.

In French a *New Junior French Course*⁸ is in prepara-

* Published by the University Tutorial Press, Ltd.

tion. It bases the teaching on the extracts for reading, and contains grammar, exercises, *questionnaires*, and a vocabulary. It will be ready in time for next term. The *New Junior French Reader*⁹ has already been issued; it contains a number of extracts each of which is complete in itself, and should be found interesting to learners. There are notes and a vocabulary.

The requirements of the Junior Local Syllabus in History are fully met by the *School History of England*,¹⁰ published last year—a book which has been very widely adopted.

Junior Geography 1913,¹¹ containing the outlines of Physical Geography and covering the British Isles and Europe, has been prepared by Mr. C. G. Fry, M.Sc., author of the well-known *Text-Book of Geography*. The general plan of this book is simple: the description of physical features and of climate is made to lead on to the study of economic and political Geography. The first five chapters deal specially with the Outlines of Physical Geography, and cover completely the requirements of the new syllabus in this part of the subject. There is a large number of diagrams. Asia¹² and South America¹³ and the section on Physical Geography, with the British Isles,¹⁴ are issued separately.

In addition to these books for the Junior Local, a separate issue has been made of the portions of Mr. Fry's *Text-Book of Geography* dealing with Principles of Physical Geography, the British Isles, and Europe. This issue is intended for the use of school candidates, and is published under the title of *Senior Geography 1913*.¹⁵

*Junior Arithmetic*¹⁶ is already a book of established reputation, being a version of the well-known *Tutorial Arithmetic*¹⁶ specially adapted to the requirements of Junior Students. In this subject adequate practice is of the greatest importance, and accordingly a volume of *Additional Exercises in Junior Arithmetic*¹⁷ has been prepared. This contains about 1300 exercises arranged under subjects, followed by 90 short papers of six questions each.

A book on *Junior Geometry*¹⁸ is in active preparation; this is intended to embody the reasonable ideals by which Cambridge examiners are evidently inspired, and to avoid the extremes so often advocated in connection with this much discussed subject.

A text-book on *Junior Heat*,¹⁹ by Dr. J. Satterly, has recently been published. In this the treatment throughout is of strictly elementary character, and every effort has been made to bring it into line with the best methods of science teaching. The student is encouraged to experiment for himself and to think for himself, but the book is not heuristic in the strict sense of the term. A book of the same type on *Junior Sound and Light*²⁰ has also been issued.

Magnetism and Electricity is a subject that presents many difficulties to the young student, owing chiefly to the mysterious nature of the phenomena and the abstruse mathematical conceptions involved in the explanations. *Junior Magnetism and Electricity*²¹ endeavours to overcome these difficulties by providing a full course of easy experimental work with clear practical directions, and by basing the explanations of electrical phenomena on the theory of potential and potential gradient, which is, for elementary students, the only possible foundation for a logical account of the subject.

¹ By Rev. T. Walker, M.A., 1s. 6d.

² By Rev. W. H. Flecker, M.A., D.C.L., Head Master, Dean Close School, Cheltenham, 1s. 6d.

³ By E. W. Edmunds, M.A., B.Sc., Senior Assistant Master at Luton Modern School, 1s. 6d.

⁴ By A. M. Walmsley, M.A., Senior English Master at Middlesbrough Boys' High School, 1s. 6d.

⁵ By J. V. Thompson, M.A., Senior Classical Master, Strand School, and L. M. Penn, M.A., Classical Master at Beckenham County School, 3s. 6d.

⁶ By A. J. Tate, M.A., Assistant Classical Master, Owen's School, Islington, 2s.

⁷ Caesar, *Gallie War*, Book IV, 20, to Book V, Ch. 23; Book V, Chs. 25-58; and Virgil, *Aeneid*, Book VIII; 1s. each.

⁸ By G. A. Roberts, M.A., Senior Modern Language Master, Royal Masonic School, Bushey, 2s. 6d.

⁹ By J. Marichal, L.ès-L., Senior Modern Language Master, Secondary School, Southend, and L. J. Gardiner, M.A., 2s.

¹⁰ By M. E. Carter, First Class in the Honour School of History, Oxford, 3s. 6d. Also in three parts, 1s. 6d. each.

¹¹ By G. C. Fry, M.Sc., late Master, Devon County School, 2s.

¹² Price 8d. ¹³ Price 1s. 6d.

¹⁴ By G. C. Fry, M.Sc., 2s. 6d.

¹⁵ By R. H. Chope, B.A., Kingswood School, Bath, 2s. 6d.

¹⁶ By W. P. Workman, M.A., B.Sc., Head Master, Kingswood School, Bath, and R. H. Chope, B.A., 4s. 6d.

¹⁷ Price 1s. ¹⁸ By A. G. Cracknell, M.A., B.Sc. ¹⁹ Price 2s.

²⁰ By R. W. Stewart, D.Sc., and J. Satterly, D.Sc., 2s. 6d.

²¹ By R. H. Jude, M.A., D.Sc., and J. Satterly, D.Sc., 2s. 6d.

but less attractive, title for Mr. Hewlett's last novel would be "The Great Duke." The prototype is unmistakable, and the fact that the Duke of Devizes began life not as a soldier, but a diplomatist is insignificant. The character—an aristocratic Tom Jones, a blend of Lord Palmerston and Lord Salisbury—is well conceived and admirably worked out. The heroine is his Egeria, and all but his Aspasia—thin partitions do their bounds divide. The Euripidean prologue introduces her to us—"that tender, conscientious, pale, and slim woman, caring, of the four of them, most for England, listening now to her heart, now to her conscience, distracted, pitiful, but always lovely and kind." The other two are "a luscious and perfervid young poet" and Mr. Lancelot. The latter is an insufferable prig, and, to use an ugly word—now almost obsolete—at heart a ponce. At the very start he shows his worst side, and that Egeria, even at eighteen, should have fallen in love with him and taken two years to find out her mistake, is incredible. Her patriotism, too, has to be taken on trust. The Duke's politics are well sketched, but Egeria is his pillow, never his bolster. In the love scenes she reminds us too much of Pamela. The poet who, like Perseus, cuts the knot and delivers the maid is a clever caricature, but his parting thesis and the husband's collapse are too much in the style of Euripides.

Messrs. Cassell again send us specimens of their *Letts's Diaries*. We recommend for choice No. 3, giving eight lines to a day (2s. 6d. cloth); and, for a waistcoat diary, No. 77 (1s. net limp leather). Messrs. Cassell wish it mentioned that they are sole publishers of the original Letts's Diaries.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Council met on Friday, October 18, 1912. Present: Miss H. Busk, Chairman, in the absence of the President; Mr. J. Campbell (Worcester), Dr. Cowan (Southampton), Mr. G. F. Daniell, Miss F. Edwards, Miss Flear (Ipswich), Miss Foxley (Manchester), Miss Green, Mr. Hinton, Mr. Holman, Miss Holmes, Mr. Humberstone, Miss Kyle, Miss Martin (Cork), Miss Newton, Miss Stevens, Mr. Storr, Mr. Walsh, and Mr. Winch.

The vote of condolence with Mrs. Garrod and her family passed at the last meeting of the Executive Committee was affirmed.

The minutes of the last meeting were read and confirmed.

As the representative of the Southampton Centre had come up to support a letter from the Hon. Secretary of the Centre, and asked for this business to come up early, the matter was taken as arising out of the minutes of the last meeting. Dr. Cowan spoke supporting the view that since the Council had, according to the original rules, allowed the Local Centres full liberty to decide what their own subscription, should be, fixing only the capitation fee to be paid to the Central offices they should rescind their decision on the question as recently issued to the Centres in the regulations for subscriptions and capitation fees. The Southampton Centre would be very seriously affected if the subscription were raised, and Dr. Cowan begged on the members' behalf that the capitation fee alone should be determined by the Council, it being left to the Local Centre to settle the amount of the subscription according to the local needs.

The Chairman pointed out that, according to the constitution, the Council were compelled to fix the minimum annual subscription which carried with it voting powers, and that, in order to compensate for the admission of Associates on whose accounts a lower capitation fee would be paid, it had been felt necessary to ask those who could afford to do so, to increase the capitation fee to 5s. as full members, it still being open to others to become Associate members, and for them the capitation fee of 2s. 6d. as hitherto would be payable.

After a good deal of discussion it was felt that, the question being one of such vital importance, it would be advisable to reconsider the whole position, and on the proposition of Mr. Daniell, seconded by Mr. Campbell, it was agreed that the whole question be referred to the Organizing Committee to frame a scheme which would, if possible, meet the objections of the Local Centres, and to report to the Council. The General Secretary was instructed to write at once to the Local Secretaries asking them to send up any criticisms that their Committees had to make on the circular which had been issued, and also to send up representatives, if they found it possible to do so, who would attend the meeting of the Organizing Committee.

The Report of the Hon. Treasurer was received.

Thirty-eight applicants for membership were elected—namely, London Centre, 36; Brighton and Hove, 1; Cork and Munster, 1.

It was agreed to invite Mrs. Fannie Fern Andrews, Special Collaborator of the United States Bureau of Education, to be present at a reception to be given by the Executive Committee, the members of Council and the Vice-Presidents of the Guild being asked to meet her.

The Report of the Executive Committee was received and adopted.

The Political Committee recommend, regarding pensions for secondary teachers, that the Council support an attempt to obtain a larger contribution from the State, and suggest that, since the teacher in the primary school is to obtain £1 per year's service for a contribution of £3. 10s. per annum, the secondary teacher should, for a double annual contribution, receive £2 per year's service from the State. The Committee propose discussing the teacher as a civil servant during the winter. The report was referred back with the instruction to take into consideration the question as regards women.

The Education and Library Committee have drafted resolutions on the permanent qualification for registration. It was agreed that at the present time it is inadvisable to send these forward as they might confuse the issue and cripple the hands of the representative of the Guild upon the Teachers' Registration Council.

The Education Committee were asked to formulate a series of resolutions upon the broad principles of Registration. Mr. Daniell agreed to draft these resolutions and place them before the Education and Library Committee.

The following report of the Sub-Committee on the New Code was adopted:—

The Sub-Committee appointed by the Education and Library Committee to consider the New Code with special reference to continuation schools has met twice, and report that the New Code contains no specific reference to continuation schools. They have, however, considered the Code for 1912, especially as regards the principal alterations as set out in Circular 800. These changes are explained in the Circular under three heads, which the Sub-Committee considered in detail, and report as follows:—I. *Freedom for Educational Experiment*.

—With regard to the modification in Art. 2, Paragraph 1, the Sub-Committee recognize the value of the suggestion for increasing the liberty for educational experiment in the schools, but at the same time are of opinion that due safeguards against premature vocational specialization should be provided. II. *Devolution to Local Education Authorities*.

—Art. 7 (b): The Sub-Committee are of opinion that the fullest liberty to modify the time-table for good and sufficient reasons should be entrusted to the head teacher, such reasons to be entered in the log book at the time. Art. 44 (b): They welcome the additions made to this article and also the suggestions contained in Paragraph 6 of Circular 800, which, in their opinion, are of great value, and would further urge that opportunities of taking part in Excursions under this article should be granted to children solely on educational grounds. General approval was given to the alteration in Art. 44 (f) transferring the approval of the arrangements for organized games from the Board to the Local Education Authorities. They regard the alteration in IV 1 (a) as advantageous, as increasing the value of the log book.

III. *General Administration*.—They regret that, when Art. 11 (b) was redrafted as 12 (c), the opportunity was not taken of reducing the period during which the recognition of a temporary teacher would be allowed. They wish to draw special attention to the passage in which the Board's reasons for altering this article are explained, being of opinion that Local Education Authorities in general should be encouraged to maintain a staff of "supply" teachers with high qualifications.

Generally, they are of opinion that the alterations in the Code mark a step forward in that they tend to give more power in matter of detail to the Local Education Authorities. They ask that their reference may be discharged, but think that a specially qualified Sub-Committee should be appointed to discuss the recent changes in the regulations for further education, with particular reference to the new scheme of examinations for technical schools and schools of art.

The Education and Library Committee are considering the question of tenure both for heads and assistants in secondary schools, and recommend that a circular letter be sent to each Local Secretary asking him to watch for the issue of draft schemes for new schools and amending schemes for old schools, and to send up copies immediately to the office in order that they may be considered and representations made, if necessary, to the proper authorities.

The Organizing Committee recommend that all the Associations represented on the Federal Council be admitted as constituent Associations of the Insurance Society.

Efforts are to be made to form new centres at Wycombe, Redhill and Reigate, Maidstone, and Bedford.

The Annual General Meeting and Conference are to be held at the London University on the occasion of the Conference Week of Educa-

(Continued on page 836.)

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tional Associations from January 6 to 11, 1913; the Annual General Meeting on the evening of Monday, January 6, and the Conference during the whole of Tuesday, January 7. The subjects for discussion at the Conference will be: (1) "The Educational Issues raised by the Report of the Royal Commission on the Civil Service"; (2) "The Teaching of English, with special reference to the recent Memorandum of the Board of Education." After the Business Meeting on January 6, Dr. Rouse will deliver his Presidential address, the subject being "Education and Life."

The Modern Languages Holiday Courses Committee report that the courses have been entirely successful, and that at each of them special attention has been paid to Phonetics. There is a small credit balance on the working of the courses.

The recommendation of the "Holiday Resorts" Committee that 2s. 6d. be charged for the insertion of new continental addresses was approved.

At a special meeting of the Council held at 74 Gower Street, W.C., on Friday, November 22, 1912, to consider the difficulties brought forward by the representatives of the Local Centres as to the working of the new scheme of the Council regarding subscriptions and capitation fees. Present: Dr. W. H. D. Rouse (President, in the chair), Miss H. Busk (Vice-Chairman), Mr. R. F. Charles, Miss M. Cocking, Mr. G. F. Daniell, Rev. H. V. Dawes (Salop), Mr. G. P. Dymond (Three Towns), Miss F. Edwards, Mr. R. W. Hinton, Miss M. R. N. Holmer, Mr. H. A. Nesbitt, Miss E. Newton, Mr. J. Oliphant (Glasgow), Miss K. Stevens, Mr. F. Storr, and Mr. J. Wise.

In the absence of the President at the beginning of the meeting, the Vice-Chairman took the chair.

The financial position of the Guild was very carefully considered, and it was felt that something like £80 a year more income ought to be in some way assured to carry on the work of the Guild even on its present lines. The total indebtedness of the Guild, rather over £300, has been accumulating during the last six years. Several small economies were suggested by members of the Council, but, even if effected, these would not appreciably lessen the annual deficit; moreover, it was generally agreed that the present is an opportune time for the Guild to develop on the lines suggested by the achievement of a Conference week of Educational Associations to which the Teachers' Guild has largely contributed. This development would, it was felt, necessitate some additional expenditure, and an increased income of £150 a year was estimated as being necessary to carry out this idea.

Eventually the following resolution was proposed by Mr. G. F. Daniell, and seconded by Mr. J. Oliphant: "That the officers of the Centres be informed of the precise financial position of the Guild and of the suggestions made to the Organizing Committee by local representatives, and that the officers be asked to bring that position and those suggestions before the Centres. That the Chairman of the Organising Committee be asked to send a letter to accompany the above information." The resolution was carried unanimously.

Mr. Daniell proposed, and it was duly seconded and carried *nem. con.*: "That the new regulations regarding subscription and capitation fees be postponed until the replies had been received from the Centres."

Mr. Hinton moved, and Miss Stevens seconded, and it was carried *nem. con.*: "That the term 'minimum annual subscription' in the Articles of Association be taken to mean the capitation fee payable to the Central Office."

It was referred to the Organizing Committee to draft a Scheme of Alliance with the Sectional Associations.

COLONIAL AND FOREIGN NOTES.

FRANCE.

The length of the vacations in England is a subject on which it were indiscreet to dwell. As to France, a circular

Holidays.

lately issued fixes with precision the allowance of holidays for boys and girls in *lycées* or *collèges*. The Long Holidays (*grandes vacances*) are to begin on July 13, 14, or 15, as the *recteur* shall determine after proposal by the head master; the resumption of work (*reentrée des classes*) is on October 1. Again, there are certain *jours de congé*, days when work is suspended; these are All Saints' Day, Christmas Day, New Year's Day, the three and a half days that precede and the six days that follow Easter Sunday; also Ascension Day and Whit Monday. Lastly, there are eight movable *jours de congé* distributed by the *recteur* upon the advice of the *Conseil académique*. No exceptional holidays can be granted except by the Minister of Public Instruc-

tion. In France it is not possible for the Chairman on Speech Day to sadden the teachers by asking for an extra day or an extra week of grace for the school. And the girls get their holidays at the same time as the boys.

We wrote last month of Syndicalism and the Syndicates. Before October closed, the Tribunal Correctionnel pronounced a judgment by which the Syndicat des Instituteurs et des Institutrices de la Seine was dissolved, the members of its Council being each fined a sum of 50 f. The teachers, acting on legal advice, have decided to appeal.

The issue between the local and the central administration of education has been brought into prominence by recent events in France. Under the First Republic administration of primary schools was local. The decree of 29 frimaire-5 nivôse, an. II (December 19-25, 1793) stated expressly: "Les instituteurs ou institutrices sont sous la surveillance immédiate de la Municipalité, des pères, mères, tuteurs ou curateurs, et sous la surveillance de tous les citoyens."

It was the Second Empire that placed the *instituteur*, or primary teacher, under the central power. As representing the State, he began thenceforth to assume a certain position of mastery in the commune. The situation was and is somewhat paradoxical. The primary school belongs to the commune, which pays for the maintenance of the building, for heating and lighting it, and so forth. The primary teacher is the officer not of the commune, but of the State—he is, as we say, a Civil Servant. The ensuing conflict of right was brought out lately by the question whether the *maire*, representing the Local Authority, was or was not entitled to enter the classrooms. It has been settled that he may enter in order to perform specified duties of *surveillance*; but he may not require the lessons to be continued in his presence, or books or exercises to be shown to him. Because England has not central administration she is derided as being half-barbarous. It is comforting to learn that our neighbours have not yet reached the ideal state in which friction is unknown and amendment impossible. For the rest, we hold a detachment of the elementary school from the local community, conscious of its own particular wants and capable of supplying them, to be an evil thing.

AUSTRIA.

In Hofrat Dr. Theodor Gomperz, who died at Baden, near Vienna, on the 29th August last, Austria lost a son of whom she was proud, and Europe a scholar at whose feet her learned had loved to sit. Gomperz was in his eighty-first year. He went to the University of Vienna as a student in 1849, and it was as Professor in it that he earned his fame. The volume of his work, contained in books and scattered papers, was vast; he translated Aristotle's "Poetics" into German, published fragments of Callimachus from the "Papyrus Erzherzog Rainer," and with his "Griechische Denker," which summarized, as he said, the labours of a lifetime, made to philosophy a contribution of permanent value. In the "Festschrift" offered him on his seventieth birthday were contained papers by the Frenchmen, Théodore Reinach and H. Weil; by the Englishmen, H. Jackson, Ingram Bywater, and F. G. Kenyon. His knowledge of England and his interest in English affairs were great. Intimate with John Stuart Mill, he wrote a "Nachruf" in praise of the philosopher; and he relates in it how the two discussed "Dinge zwischen Himmel und Erde" as they made tours through English Kent or the Austrian Salzkammergut. Gomperz received innumerable honours in his life, much valued among them being degrees from Cambridge and Dublin; now that he is dead, his name will be written large in the history of scholarship.

UNITED STATES.

We are always suspicious of the "specialist," who is often a specialist only when no other specialists are at hand, just as certain "unrivalled experts" are unrivalled experts only in the eyes of a layman. Let us see how they obtain their specialists in the United States. "Specialists in Rural Education" are wanted by the Bureau of Education; they will be employed—at a salary of 3,000 dollars a year—in the collection of information respecting the condition of rural schools in the United States and in foreign countries, and in the furnishing of information and advice to education officers in the United States for the improvement of rural schools. To get the most highly qualified men the Bureau of Education will hold an open competitive examination. But this will not be of the ordinary sort. Candidates will not appear at some specified place in order to submit themselves to oral or printed tests; they will send

(Continued on page 838.)



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in statements of their qualifications, and will be rated upon the following subjects, which will have the relative weights indicated: (1) General education and training, 15; (2) special training or instruction in the theory of education, 20; (3) practical experience in education, and fitness, 50; (4) publications or thesis, 15. Moreover, a competitor may, if he wishes, present as an optional subject the results of any original study, or survey of rural life, rural economics, agriculture, or rural industries in any given locality, with suggestions for improvements. Be the mode of appointment good or bad, it is different from that by which we procure our "unrivalled experts," whose function it is to thwart progress and keep the children in the gutter.

Vocationalism continues to be the central theme of discussion in educational circles. Textbooks with specific application are being published—"Vocational Algebra," for example. A pamphlet entitled

Vocational Guidance.

"Opportunities in School and Industry for Children of the Stockyards District" (published in England by the Cambridge University Press) contains much suggestive matter germane to the subject, the result of investigations by the University of Chicago Settlement. We are told in it that the testimonies of principal, teacher, child, and parent unite in the conclusion that the public school is not meeting the needs of adolescence and adjusting the child to his future work. The inquirers found that most children left school at about fourteen, and that few of them went to a high school or trade school, or kept up their education in any form afterwards. It is recommended that the period from fourteen to sixteen, "the seed-time of possibilities," should be spent in school under the direction of a competent educational adviser. Sixteen as the school age seems to us *utterly impracticable* for England. As for vocational *guidance*, let us by all means have as much as possible, the teacher being brought more and more closely into touch with the national life, and so enabled to inform and counsel the young. With regard to vocational *instruction*, we would fain save the secondary school, and, if we are to vocationalize any schools, it is easier to foresee difficulties of organization than the means of surmounting them.

We need hardly say that we regard the principle of vocationalism with no hostility. It will probably be found to be the most vitalizing that has ever influenced the methods of education. But we ask for caution, and for a recognition of the fact that "vocation," which means here simply the section of a man's activity by which he earns his food, is not the whole of life or the highest part of it. And the mission of the secondary school is, we take it, to supply the broad basis of liberal education on which higher vocational teaching should properly rest. Columbia University, New York, has adopted a significant and instructive attitude towards the new movement. It has established another college, said to be the first of its kind—the School of Practical Arts—which will offer to high school graduates a four-year combined academic and technical course in preparation for definite vocations. Here they may get preparation for such varied callings as those of the painter and decorator, the costume-designer, the metal-worker, and the draftsman; or they may learn, for vocational purposes, domestic science, the management of households or institutions, music and choir-training, and even nursing and gymnastics. The combination of academic and technical instruction (we are at present without details) should furnish some useful empirical results.

NEW ZEALAND.

The New Zealand Minister of Education's Report for 1911 shows that at the end of that year the number of public schools open was 2,166, an increase of 70 in twelve months. On the rolls of these schools were 84,562 boys and 77,086 girls, whilst the percentage of attendance to enrolment was 89.3. (To be compared with 97.1 in Switzerland, 92.0 in Japan, 89 in England, and 88.2 in Scotland.) The State pays a large sum annually for the conveyance by rail of children in outlying districts to some convenient school, and it provides free class-books for all standards. The proportion of women teachers to men teachers is not excessively large, and does not increase materially. We observe that New Zealand is conscious of the necessity, felt in older countries, of making separate provision for feeble-minded children, and recognizes that the responsibility of the State knows no age-limit. "Six years is fixed by the Education Amendment Act, 1910, as the age at which young people of this kind shall come under instruction, and, unless they have been previously exempted by the Minister of Education by reason of ill health, or because they have developed sufficiently to earn their own living, the instruction must be continued until they are twenty-one years old. When an inmate of the School for the Feeble-

minded reaches that age, and it is considered that he has not the capacity to guide his life either in his own or the public interest, he may, on the order of a magistrate, be kept under control for a further period of four years, and, by similar procedure, extensions of the currency of the order may be made from time to time, so as to secure lifelong guidance where it is deemed advisable." The number of children now requiring separate treatment is estimated at 300, and a heavy expenditure must be incurred to provide for them.

Secondary education was carried on in 28 endowed schools; in addition to which there were seven endowed schools providing suitable secondary education for Maori boys and girls, and a considerable number of private secondary schools. It has long been expected that New Zealand would make secondary education entirely free. What the State has done has been to create free places in the secondary schools on a liberal scale: indeed, there are now only 13 pupils in 100 who pay for admission to such schools. An arrangement is made by which the school gets for each free pupil under instruction an annual income, from public sources and from endowments taken together, of not less than £12. 10s. per pupil, which sum is estimated to be sufficient to cover the necessary expenditure.

In the field of higher education the chief event of 1911 seems to have been a raising of the standard for matriculation. We turn, then, rather to look how the Maoris are faring. At the end of 1910 there were 99 Native village schools in operation; at the end of 1911 the number was 104. In addition to these schools, there were five mission schools giving primary instruction to Maori children, and 551 public schools at which Maori scholars were in attendance. Moreover, there were nine boarding schools affording secondary education to Maoris. In all classes of schools the number of children in attendance has slightly increased. Three of the Native village schools are in charge of teachers who are themselves of the Maori race, and the Inspectors speak highly of their efficiency. Several Maori girls who have completed their course in secondary schools are employed as assistants and are doing satisfactory work. From the boys' secondary schools candidates have been presented for the Civil Service Junior Examination, and have acquitted themselves creditably. One girl was also successful in the examination. But the girls, in general, become pupil nurses or go into domestic service, their amiable dispositions fitting them well for such employments. The Report contains some charming pictures of native children.

CAPE OF GOOD HOPE.

France is returning to a sense of the value of competitions between schools, and in the United States the field of emulation includes even pig-breeding. An interesting example of this educational method is reported from the Cape of Good Hope. The Middelburg Agricultural Society has decided to include a Nature-study competition in the juvenile section of its annual show, which will take place in March 1913. On this occasion insects will form the subject of the competition, and all schools in the Middelburg, Colesberg, Hanover, and Steynsburg districts are invited to take part in it. Schools that compete will submit two collections—one containing representatives of each of the large orders of insects, the other insects of some selected order. Moreover, notes must be sent in on the food, habits, and modes of life of the insects collected, as well as drawings of them at their various stages and of special parts.

PRIZE COMPETITIONS.

The Translation Prizes for November are awarded to "Chingleput" (prose), and "Nutcracker" (verse). *Proxime* for verse "Constantine," "Hasta."

Winners of Holiday Prizes are: Mrs. F. H. Hall ("Cornelia"), Oaklands, 42 Collegiate Crescent, Sheffield; William Newbold, Esq. ("Duavon"), Highbury, Yardley Park, Tonbridge.

The winner of the Translation Prize for October is Miss E. K. Rendall, Redland High School, Bristol.

Sie stiegen Arm in Arm über den Graben an der Strasse und sofort tiefer in die Tannendunkelheit hinein, die, sehr bald bis zur Finsternis verdichtet, nur hin und wieder von einem Streifen Sonne

(Continued on page 840.)

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auf sammetnem Moosboden grell durchbrochen ward. Die erquickliche Frische, im plötzlichen Wechsel gegen die ausserhalb herrschende Glut, hätte dem sorglosen Mann ohne die Vorsicht der Begleiterin gefährlich werden können. Mit Mühe drang sie ihm das in Bereitschaft gehaltene Kleidungsstück auf.

"Gott, welche Herrlichkeit!" rief er, an den hohen Stämmen hinaufblickend, aus. "Man ist als wie in einer Kirche. Mir deucht, ich war niemals in einem Wald, und besinne mich jetzt erst, was es doch heisst: ein ganzes Volk von Bäumen beieinander! Keine Menschenhand hat sie gepflanzt, sind alle selbst gekommen und stehen so, nur eben weil es lustig ist beisammen zu wohnen und wirtschaften. Siehst du, mit jungen Jahren fuhr ich doch in halb Europa hin und her, habe die Alpen gesehen und das Meer, das Grösste und Schönste, was erschaffen ist: jetzt steht von ungefähr der Gimpel in einem ordinären Tannenwald an der böhmischen Grenze verwundert und verzückt, dass solches Wesen irgend existiert, nicht etwa 'una finzione di poeti' ist, wie ihre Nymphen, Faune und dergleichen mehr, auch kein Komödienwald, nein aus dem Erdboden herausgewachsen, von Feuchtigkeit und Wärmelicht der Sonne grossgezogen. Hier ist zu Haus der Hirsch mit seinem wundersamen zackigen Gestäude auf der Stirn, das possierliche Eichhorn, der Auerhahn, der Häher." Er bückte sich, brach einen Pilz und pries die prächtige hochrote Farbe des Schirms, die zarten weisslichen Lamellen an dessen unterer Seite, auch steckte er verschiedene Tannenzapfen ein.

By "CHINGLEPUT."

Arm in arm they stepped across the ditch by the roadside, and plunged at once into the darkening shade of the fir trees. As they penetrated into the denser forest growth the gloom soon became actual darkness, pierced only at intervals by a vivid ray of sunlight falling on the velvety, mossy ground. The refreshing coolness, coming in sudden contrast with the intense heat prevailing outside, might have proved dangerous to the absent-minded man but for the precaution taken by his companion. She induced him, with some difficulty, to put on a wrap that she held in readiness. "How glorious!" he exclaimed, looking up at the towering stems. "One feels as if one were in a church. It seems to me as if I had never been in a forest before, and that I realize now for the first time in my life the meaning of a whole population of trees

growing together. They were planted by no mortal hand, they sprang up of their own free will, and there they stand merely because it is a pleasure to them to live together and fulfil their allotted task in company. You see, when I was a youngster I roamed over half Europe. I have seen the Alps and the sea, the greatest and most glorious work of creation. And now, forsooth, the simpleton is standing in a quite ordinary pine forest on the Bohemian border, lost in amazement, and enchanted that such an object can exist—not a figment of the poets, like their nymphs, fauns, and creatures of that kind, nor a painted forest scene; no, a forest that has sprung from the earth, nurtured into maturity by the moisture of the air and the warmth and light of the sun. Here is the haunt of the deer, with his wonderful, branching antlers, of the frolicsome little squirrel, of the grouse and the jay." He stopped, broke off a fungus, admired the beautiful rich red cap, with its lining of delicate whitish gills, and then he put some fir cones into his pockets.

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The extract from Mörike presented few difficulties, and the common defect was a stilted style, which marred the natural grace and charm of the original. "The careless man," "the garment held in readiness," "my God, what magnificence!"—no one would write so in English. Mozart was not a botanist, and would assuredly have spoken of the cap and gills of a fungus, not the pileus and lamellæ of an agaric. Just as we confuse rook and crow, so in German the same word is applied to very different species of birds. It is only the context that can determine the meaning. Here *Auerhahn* may mean capercaillie, blackgame, or wood-grouse, but not the common grouse, nor probably woodcock. So *Häher* is certainly jay, not jackdaw. *Tannenwald* is a fir- and not a pine-wood. *Den Graben an der Strasse*: most translated "the ditch at the roadside" (a few "the graves" and "to the high road"). I rather take it to mean the fosse or canal. *Sofort* is not "immediately," but "and so (by this bypath) plunged deeper and deeper." *Grell*: the glaring contrast between the patches of sunlight and the darkness was generally slurred. *Dem sorglosen Mann*: "the reckless invalid." *Gott* is better omitted, but the Wordsworthian "dear God!" is preferable to the commonplace "by Jove!" *Was es heisst*: *es*, of course, refers to what follows, not "what the word 'forest' means," but "what it means—a commonwealth of trees." *Wirtschaften*: "forgather" will keep up the metaphor; "work" is absurd. *Das Grösste*: many failed to see, or to show, that this refers only to the sea. *Komödienwald*: "stage forest." *Feuchtigkeit*: "rain and dew" is an improvement on "moisture."

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Der Schnee zerrinnt,
Der Mai beginnt,
Die Blüten keimen
Den Gartenbäumen,
Und Vogelschall
Tönt überall.

Pflückt einen Kranz
Und haltet Tanz
Auf grünen Auen,
Ihr schönen Frauen,
Pflückt einen Kranz
Und haltet Tanz!

Wer weiss, wie bald
Die Glocke schallt,
Da wir des Maien
Uns nicht mehr freuen:
Wer weiss, wie bald
Sie, leider, schallt!

Drum werdet froh!
Gott will es so,
Der uns dies Leben
Zur Lust gegeben.
Geniesst die Zeit,
Die Gott verleiht!

By the PRIZE EDITOR.

Snows disappear,
Lo, May is here;
In holt and hurst
The new buds burst,
And song of bird
Far, near, is heard.

Then dance a round,
With garlands crowned,
Each pretty lass,
On the green grass;
Dance in a round
With garlands crowned.

Ah! who can tell
How soon the bell
Will toll for staying
Your merry Maying—
How soon the bell
Will toll your knell?

So take your fill,
As is God's will,
Of mirth to-day
While yet 'tis May.
The hours employ
He meant for joy.

By "NUTCRACKER."

Snows melt away,
Now comes the May;
In garden bowers
Spring forth the flowers,
And aye is heard
The tuneful bird.

A garland weave,
And dance till eve
In verdant glades,
Ye beauteous maids!
A garland weave,
And dance till eve.

For who can tell
How soon the knell
From us shall sever
May joys for ever?
Ah! who can tell
How soon that knell?

Then let mirth grow!
God wills it so,
Who life from heaven
For joy hath given.
Enjoy God's day
While still ye may.

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The only comment needed on the "May Song" is that it is essential to preserve the metre of the original. The only doubt is whether it is permissible to substitute a single for a double rime in the second couplets.

"Jack Brown" is good enough to correct a comment of the Prize Editor on last month's Prize Translations. The godmother died and was buried at sea, and was not, as there stated, seen by her godson laid out for burial. The Editor apologizes for a slip of memory and a confusion of persons. "Jack Brown," however, has even less grounds for insinuating that the Prize Editor is a lady who recommends books she has never read than the Editor has for suspecting that "Jack Brown" is an unsuccessful lady competitor.

A prize of Two Guineas is offered for the best translation of the following extract from Sainte-Beuve:—

Plaisir désintéressé de la curiosité critique! dernière jouissance de ceux qui ont beaucoup vécu dans leur chambre, qui ont peu agi et beaucoup lu! Quoi de plus doux et de plus innocent, en effet, que de s'occuper dans un détail exact et avec une attention comme affectueuse d'une existence disparue, de ressaisir une figure nette et distincte dans le passé, de donner tous ses soins, pour la recomposer et la montrer aux autres, à celle qui ne nous est rien, de qui l'on n'attend rien, mais dont je ne sais quelle grâce, quelle bienveillance souriante nous attire et nous a charmés? L'esprit, le cœur, voilà ce qui survit à tout, ou ce qui devrait survivre; le retrouver, le montrer est une véritable joie; y ajouter même au besoin un peu du sien n'est pas défendu; on supplée ainsi à ce qui nous échappe. C'est le cas pour Mme de Verdelin. Après l'avoir étudiée de si près et dans ses propres confidences, je crois quelquefois, en vérité,

qu'elle est là devant moi, intelligente et parlante; je me la représente en personne, avec cette physionomie pêtée de tendresse, de finesse, de douce malice et de bonté; l'amour a passé par là, on le sent, non point précisément celui qui enflamme et qui ravage, mais celui qui brûle à petit feu et qui, toutes peines éteintes, laisse après lui une réflexion légèrement mélancolique et attendrie; arrivée à cet âge où l'on n'espère plus et où l'on a renoncé à plaire, sans pour cela se négliger dans sa mise de bon goût et simple, tout en elle est d'accord, tout se nuance et s'assortit; elle ne craint pas de laisser voir à son front et à ses tempes la racine argentée de ses cheveux où il a neigé un peu avant l'heure; elle ne cherche pas à prolonger une jeunesse inutile et qui ne lui a donné que des regrets; elle est aussi loin de l'illusion sentimentale et de l'éternelle bergerie d'une Houdetot, que de la sécheresse mordante et polie d'une Luxembourg; elle a gardé la seule jeunesse du regard, l'étincelle aimante; elle continue de sourire à cette vie qu'elle n'a guère connue que triste et amère; elle rêve fidèlement à ce passé qui lui a valu si peu de douceurs, elle a le culte d'un souvenir, et si elle tient encore dans ses mains un livre à couverture bleue usée (comme dans ce portrait de femme attribué à Chardin) je suis bien sûr que c'est un volume de la Nouvelle Héloïse. En un mot, Mme de Verdelin, qui n'est pas un esprit supérieur ni une âme brûlante, est et reste pour nous une très-aimable femme, une agréable connaissance, et il nous semble à nous-mêmes que nous l'ayons eue pour voisine autrefois.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by December 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Those in the First Class are entitled on application to a copy of "Essays, Mock Essays, and Character Sketches."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

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PREPARED IN A MOMENT WITH WATER. NO COOKING.

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Liberal Sample for trial free by post on request.

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both dates inclusive.*

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On Mrs. Curwen's Pianoforte Method. 11.45 to 1.15.
Lectures and demonstration lessons.

Fee for either Course, 12s. 6d. For the Two Courses, £1. 1s.

Names should be sent in at once to the SECRETARY, 24 Berners Street, W.

MOTHERS' SONGS, GAMES & STORIES

AN ENGLISH RENDERING OF FROEBEL'S "MUTTER-UND KOSE-LIEDER."

By FRANCES and EMILY LORD.

Order "THE STUDENT'S EDITION."

This Edition contains ALL the Pictures and Music.

London: WILLIAM RICE, 8 Broadway, Ludgate Hill, E.C.

These School and Teachers' Advertisements are continued from page 843.

WANTED by Lady, ex-Head Mistress of good School, MANAGEMENT of COLLEGE, HOSTEL, or SCHOOL BOARDING HOUSE, or other position of trust. Has excellent references and wide experience. Good furniture. Address—No. 9,478.*

FRENCH.—Parisian Lady (Baccalauréat ès lettres) experienced teacher, would LECTURE on French Literature and French History, also coaches for University Examinations. Address—MADemoiselle, 36 Aldridge Road Villas, Bayswater, W.

YOUNG French Lady desires position au pair in good school for January. South of England. References exchanged.—COLLINS, Arden, Pwllheli, North Wales.

VISITING MUSIC MISTRESS, L.R.A.M. London and Neighbourhood. Piano, Theory, Harmony, Form. Solo, Class Singing. Preparation for L.R.A.M. and all Associated Board Examinations.—Miss GIBSON, 96 St. John's Park, Blackheath.

GENTLEWOMAN, 30, experienced teacher, wishing to spend Christmas holidays in England, requires family home. Engagements preferred. French, German, English, Music, services. First-class references. Write—CHOTTIN, Waverley House, St. Peter's, Jersey.

LADY (27) Diplômée, requires post as FRENCH MISTRESS. Resident or Visiting. 3 years abroad. Oxford Senior. 7 years' experience. Churchwoman. West or South preferred.—Miss VALPY, Lambrook House, Wincanton, Somerset.

CULTURED German Lady (27) highly recommended, French Diploma desires post to teach French, German, Needlework, &c. Experienced (no English subjects). Address—M.M., c/o Mrs. Jessop, Drain Side, North Boston, Lincs.

GYMNASTIC MISTRESS seeks resident or non-resident post next January. Full Certificate under Madame Bergman Osterberg, Dancing, Swedish Drill, Remedial Work, and Games. Experienced. Apply—D. HIGHAM, Lawnside, Great Malvern.

YOUNG French Lady (22), fully qualified seeks post in School or family for Christmas holidays and next term. Address—R. VERNAY, c/o The Misses Bailey, Montrose, Northdown, Margate.

GERMAN Lady of very good birth, highest diplomas languages (1st class honours), good Music (German Conservatoire) desires visiting engagement, School or family, in or near London. Gives private lessons, classes, and has special experience in translating literary or scientific publications. Highest references.—Fraulein B., 74 Princes Square, W.

FRENCH Lady (26), Brevet, Baccalauréat, Licencié (Paris University), requires engagement in School or family. French, Latin, Needlework, some German and Spanish. Experience. High references.—Mademoiselle GRANGER, Rue Commerce, Civray (Vienne).

JUNIOR MUSIC MISTRESS (21) desires post in good school near London. Holds advanced Local Centre certificate for Violin and Pianoforte playing. Asks small salary and time for practice daily. Address—No. 9,485.*

MUSIC MISTRESS, L.R.A.M., A.Mus.T.C.L., desires visiting engagement in School or family. London and neighbourhood. Pianoforte, Theory, Harmony, Counterpoint, Form, Ear Training. Also fluent French. Address—No. 9,491.*

REQUIRED, January, post as MODERN LANGUAGE MISTRESS in Girls' School. First Class Honours Higher Local French and German. Residence in France. Good Latin. Usual English subjects. Good disciplinarian. 5 years' experience.—JACKSON, 46 Pulteney Street, Bath.

EDUCATIONAL AGENCY. (ESTABLISHED OVER 70 YEARS.)

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Offices: 84 Bedford Street, Strand; and 22 Henrietta Street, Covent Garden, London, W.C.

Telegraphic Address: "Scholasque, London."

Telephone: 7021 Gerrard.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of January Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. See page 849.

SOHOLASTIO.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

A List of January Vacancies will be forwarded to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending purchasers, TO WHOM NO COMMISSION IS CHARGED.

Please see page 800 for brief particulars of some of the Schools Messrs. Griffiths & Co. have for sale.

GRADUATE (M.A.) desires post as ASSISTANT MISTRESS next January. Over three years' teaching experience. Latin, Mathematics and English Subjects. Games.—M. WILDE, Ellerker College, Richmond, S.W.

LADY (23), A.C.T.C., seeks post as visiting or resident ART MISTRESS in private school.—Miss D. WOODRUFF, Canterbury, Ash.

YOUNG Lady desires position au pair in School, in January. Would teach Music—Pianoforte, Theory, and Voice-production. Good references. Address—No. 9,489.*

MATRON.—Lady desires re-engagement for January. Over ten years' experience in Schools as Matron and Housekeeper. Good Nurse. Excellent testimonials.—Miss CLAY, Oakwell House, Birstall, near Leeds.

EXPERIENCED MISTRESS (London Matriculation) requires re-engagement in January in good School. Mathematics, Latin, English, Botany, Games, and Needlework. Good testimonials.—WADLAND, Cranley Court, Gerrards Cross, Bucks.

MATRON seeks re-appointment in January in School or College. Experienced in housekeeping, care of health, and catering for large numbers. Apply—Miss A. PATERSON, Welsh School, Ashford, Middlesex.

OFFICER'S daughter (Oxford University) strongly recommends LADY HOUSEKEEPER for Government College or Institution or School. Experienced. Good references. Excellent organizer. Tactful with servants.—FOWLER, 7 West Bank, Amhurst Park, N.

TRAINED TEACHER (B.A.). Thorough English Literature, History, Mathematics, Physics, Psychology, Latin (new pronunciation), Games. Five years' experience. Referee states: "Bright, ladylike, maintains good discipline."—4030E, Hooper's, 13 Regent Street, London. Others. Lists gratis.

AS LADY HOUSEKEEPER or MATRON, (Schoolmaster's daughter) experienced, thoroughly understands Nursing, care of children's health. Four years' reference.—2000H, Hooper's, 13 Regent Street, London. Others. Introduction gratis. Established 1881.

CLEVER young FRENCH MISTRESS (20), Diplômée; English School experience, shares pupils' pursuits; bright, energetic teacher; Drawing, Needlework.—MAKIE, Hooper's, 13 Regent Street, London. Foreign and English Mistresses list gratis.

VISITING ART MISTRESS.—Miss BLANCHE MACARTHUR, Exhibitor Royal Academy and Paris Salon. First Silver Medalist Royal Academy Schools, Gold Star Ablett Teachers' Exhibition, desires additional Engagement. Pupils very successful in Ablett examinations.—44 Upper Mall, Hammersmith, W.

AS MUSIC MISTRESS, 4 years' experience (Conservatoire trained). Piano, Singing (Italian Method), Harmony, Composition. Keenly interested in pupils' welfare. Speaks English, French (Diplôme Paris), German (Germany).—HEUGA, Hooper's, 13 Regent Street, London. Many highly qualified Mistresses. Languages, Music, Art. List gratis. Head Mistresses invited to make known their requirements for next term. Established 1881.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by a loose stamp to cover postage on to advertiser. Post cards will not be sent on.]

STUDENT-TEACHER (Resident)

wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

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POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. No charge is made for this service.

A LADY GRADUATE and a KINDERGARTEN MISTRESS are wanted for Mission Schools in India. These interesting spheres of work are offered by the Zenana Bible and Medical Mission. Full particulars from Mrs. CHURCHILL, Clifton House, Wimbledon Common, S.W.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a loose stamp to cover postage on to advertiser. Post Cards will NOT be sent on.

X Other Transfers and Partnerships are continued on page 846; other School and Teachers' Advertisements are continued on pages 847, 848, 849, 850, and 851. X

GIRLS' SCHOOL TRANSFERS.

Messrs. GABBITAS, THRING & Co.,
36 SACKVILLE STREET,
PICCADILLY, W.
(Established 1873.)

TRANSFERS OF AND PARTNERSHIPS
IN GIRLS' SCHOOLS.

Messrs. GABBITAS, THRING & Co. have a large number of Girls' Schools on the books of their Transfer Department, but issue no list of such Schools. On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her.

The following are a few of the Schools now on their books:—

IN AND NEAR LONDON.

No. **TRANSFER** of upper middle-class 4,997. Boarding and Day School, and a middle-class Day School, belonging to the same Owners, but separately worked, in a rising residential district. In the principal School about 10 Boarders and 25 Day Pupils. Prospectus fees 47 to 60 guineas, and 6 to 15 guineas respectively. Gross receipts from the combined Schools over £1,800, and profits about £200. Receipts increasing. Goodwill of both Schools £500.

No. **TRANSFER** of old-established School 4,978. for gentlemen's daughters, with a Kindergarten Department, in a London Suburb, established about 40 years, and conducted by the present Principals for over 20. Receipts of about £600, including those from subletting. Total profit about £275. Goodwill, £300.

GIRLS' SCHOOL TRANSFERS.

No. **PARTNERSHIP**, with a view to **succession**, or **TRANSFER** of School for gentlemen's daughters. Old-established and successful. Containing from 30 to 40 Boarders. Prospectus fees 90 to 120 guineas. Average gross receipts about £6,000.

IN THE SOUTH OF ENGLAND.

No. **OPENING** for starting a Boarding House 4,995. in connexion with a High School in a country town in the Home Counties, suitable for a lady with some capital and connection.

No. **PARTNERSHIP** or **AMALGAMATION** 4,992. **TRANSFER** suitable for a lady who has a few pupils and who can join another who has a well established School, and who is moving into larger premises, at a South Coast Health Resort.

No. **TRANSFER** of Boarding and Day 4,986. School for Gentlemen's daughters in favourite South-East Coast Resort. Vendor about to be married. Containing 7 Boarders and 16 Day Pupils. Strictly for Daughters of Gentlemen. Fees for Boarders from £50 to £60. Gross receipts over £700. Profits £200.

No. **TRANSFER**, owing to the illness of the 4,954. Principal, of an old-established and profitable School at a South Coast Health Resort. Fees for Boarders from 30 to 60 guineas, and for Day Pupils 9 to 18 guineas. School strictly for the daughters of gentlemen. Gross receipts over £900, and profits about £250. Goodwill £400 or capitation fee.

No. **TRANSFER** of old-established, large, 4,890. and flourishing Boarding School for gentlemen's daughters at South Coast Health Resort. Principals retiring. Full with 60 Boarders. Prospectus fees 60 to 75 guineas. Gross receipts of last twelve months considerably over £4,000, and profits over £1,200. Goodwill, £2,000.

IN THE NORTH AND MIDLANDS.

No. **TRANSFER** of, or **PARTNERSHIP** 4,988. **TRANSFER** with a view to **succession** to, a very successful Boarding and Day School, at a North West Coast Resort. Full with about 30 Boarders and the same number of Day pupils. Gross receipts over £2,000, increasing. Profit £300. For whole Goodwill £600. Half or one-third share with a view to succession.

GIRLS' SCHOOL TRANSFERS.

No. **TRANSFER** or **PARTNERSHIP** to 4,977. **succession**. Seaside School strictly for gentlemen's daughters, established over 40 years. Excellent educational standard. About 30 Boarders and 30 Day Pupils. Fees 63 to 66 guineas and 9 to 27 guineas. Receipts and profits nearly £4,000 and about £800.

No. **TRANSFER** of Day Connexion close to 4,976. an important City. Nearly 100 Day Pupils. Prospectus fees 6 to 12 guineas. Now nearly 30 Boarders, of whom a few might remain. Prospectus fees 60 to 70 guineas.

No. **TRANSFER** or **PARTNERSHIP** to 4,912. **succession** of School for daughters of gentlemen at a bracing Inland Health Resort, containing about 15 Boarders and the same number of Day Pupils. Prospectus fees of £60, and 9 to 21 guineas respectively. Receipts about £1,000 and profits about £150. For the whole goodwill and school and household furniture, £1,000.

No. **PARTNERSHIP** in Boarding and Day 4,874. School, close to an important City, containing 6 to 8 Boarders, and over 20 Day Pupils, at fees of 60 to 75 guineas and 15 to 22½ guineas. Gross receipts about £1,000. For half-share of goodwill £250.

ON THE CONTINENT.

No. **TRANSFER** or **PARTNERSHIP** 4,993. **TRANSFER** to **succession**. School established 40 years, in important educational centre. Gross receipts over £2,600. Goodwill and furniture £2,000. Good opening for a GERMAN LADY who would take a Partnership.

No. **TRANSFER** of old-established Home 4,985. School of high class, in a Continental Capital, usually containing 10 or 12 Girls. Prospectus fees, 100 guineas per annum. Gross receipts, over £1,200, and showing an advance. Goodwill £500.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require **full particulars** before arranging introductions to their clients. No charge is made to Purchasers.

By FRANCIS STORR, B.A. Camb., Officier d'Académie,

Occasional Inspector to Board of Education, Scottish Education Department, and Central Welsh Board; Examiner to: Oxford and Cambridge Joint Board, Cambridge Higher Locals, Scottish Education Department, Civil Service Commission, University of London, &c., &c.

EIGHTH EDITION. With Supplementary Easier Exercises. Fcap. 8vo, cloth, interleaved.

Price One Shilling.

HINTS ON FRENCH SYNTAX.

[May be used with advantage with **any** French Grammar.]

The following appears in

LE COURRIER: Bulletin de l'Institut Pédagogique International.

dated March 30, 1912:—

L'auteur disait dans la Préface de la 1^{re} édition: « Mon but a été non de développer, mais d'alléger l'étude de la syntaxe. » Le succès de l'ouvrage, dont on donne la 8^e édition, prouve évidemment que ce but a été atteint.

Les « notes sur la syntaxe » de M. Storr, remarquablement claires et précises, peuvent rendre de grands services non seulement aux Anglais qui apprennent la langue française, mais aussi aux Français qui étudient l'anglais. Nous n'hésitons pas à les recommander aux uns et aux autres.

London: WILLIAM RICE, 3 Broadway, Ludgate Hill, E.C.

These School and Teachers' Advertisements are continued from page 845.

NORTH RIDING EDUCATION COMMITTEE.

SALTBURN HIGH SCHOOL FOR GIRLS.

Wanted. TWO ASSISTANT MISTRESSES after Easter, 1913. Subjects: History, English Language and Literature, Latin, Drill, Games, Swimming. Charge of a Form. Degree or equivalent experience in High School work and methods essential. A Form of Application, with further particulars, may be obtained from the undersigned on the receipt of a stamped directed foolscap envelope for reply.

WM. MENNELL,

Clerk to the Governors.

Cleveland District Education Office, Redcar.
19th November, 1912.

NORTH RIDING OF YORKSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

THE COUNTY SCHOOL, WHITBY.

An ASSISTANT MASTER will be required next January in the above Secondary School.

Applicants, who should be graduates of a British University with good qualifications in Latin and History, must state age, degree, training, and experience in Secondary Education, and should mention the subsidiary subjects they are prepared to teach. Copies of three recent testimonials may be submitted.

The candidate appointed will be expected to take an active part in the School games.

Salary £120 per annum, rising, subject to satisfactory service, by £10 annually to £180 per annum.

Applications, to be received not later than December 12th, must be sent to the HEAD MASTER.

NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

RUTHERFORD COLLEGE BOYS' SECONDARY SCHOOL.

Head Master: J. B. GAUNT, Esq., B.A., B.Sc.

A FORM MASTER, who must be a graduate in either Arts or Science is required for 9th January, 1913. Salary £120 rising by annual increases of £10s. to £150. Previous experience in recognized Secondary Schools allowed for according to the Committee's scale.

All applications to be received by 5th December, 1912.

For form of application and scale of salaries send stamped addressed foolscap envelope to

SPURLEY HEY.

Education Office, Secretary.
Northumberland Road, Newcastle-upon-Tyne.
19th November, 1912.

VACANCY, now or at Christmas, for RESIDENT PUPIL at reduced Fee, over 16, who wishes to work for London or Birmingham Matriculation or Higher Music Examinations if able to assist a little with younger pupils in Residence or with Kindergarten. Apply—Miss BAILY, Edgbaston College, Bristol Road, Birmingham.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials, 6d. per dozen. Perfect work.—MAUD GLENISTER, 3 Friern Park, North Finchley, N.

OLD PALACE SCHOOL,

CROYDON.—Required, in January, FRENCH SPECIALIST, degree and residence in France with at least three years' experience. Salary according to scale £120, rising by £5 a year to £150. Initial salary according to experience. Apply—HEAD MISTRESS.

REQUIRED, for Schools, Assistant

Mistresses, well recommended Governesses, Student Governesses (mutual terms), Lady Matrons, Housekeepers, &c. Apply—SCHOOLASTIC AGENCY DEPARTMENT, Army & Navy Auxiliary Co-operative Supply Limited, Howick Place, Westminster, S.W.

CHERWELL HALL, OXFORD.

TRAINING COLLEGE FOR WOMEN SECONDARY TEACHERS.

Wanted, a TUTOR, Honours Graduate. One who has had good experience in Secondary Schools. Salary £150, non-resident. Apply to The PRINCIPAL.

CHERWELL HALL and

MILHAM FORD SCHOOL, OXFORD.—Wanted, for January, a MATHEMATICAL MISTRESS to teach in the School and coach students in Cherwell Hall. Salary £150. Also a HISTORY MISTRESS for the School. Salary £120. Apply to The PRINCIPAL, Cherwell Hall, Oxford.

CITY OF LEEDS TRAINING COLLEGE.

The Governors of the City of Leeds Training College invite applications for the following appointments:—

- (i) A MISTRESS OF METHOD.
Candidates for this post should be graduates (in honours if possible) of a University, should hold a Teaching Diploma, and should have had considerable experience.
- (ii) A TEACHER OF ENGLISH (Woman).
Candidates for this post should be graduates (in honours if possible) of a University and should be able to take classes in Elocution and in Phonetics.
- (iii) A TEACHER OF GEOGRAPHY AND SCIENCE (Woman).
Candidates for this post should be graduates (in honours if possible) of a University. She will be required to take classes either in Geography or in Science, particularly in Nature Study.

Salary in each case £120 to £150 according to qualifications and experience. Application should be forwarded to the undersigned not later than 6th December, 1912.

JAMES GRAHAM,

Secretary for Education.

Education Department, Leeds.

CITY OF HULL EDUCATION COMMITTEE.

CRAVEN STREET MUNICIPAL SECONDARY SCHOOL.

Head Master: Mr. H. SHEPPARD.

An ASSISTANT MASTER is required for the above Mixed Secondary School, which is recognized by the Board of Education and provides for the instruction of Bursars and Student Teachers.

Preference will be given to those applicants who have graduated in Botany and possess the Teachers' Certificate or Diploma.

The successful candidate will be required to assist in the supervision of games out of school hours.

Commencing salary £110 per annum.

Forms of application may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope and must be returned on or before the 10th day of December, 1912.

J. T. RILEY, D.Sc.,

Education Offices, Secretary of Education,
Albion Street, Hull.
15th November, 1912.

CORNWALL EDUCATION COMMITTEE.

Wanted a PHYSICAL TRAINING INSTRUCTOR whose work will principally be to organize the Physical Instruction in Secondary and Elementary Schools in the County. Applicants must hold the Diploma of one of the recognized Physical Training Colleges. Previous teaching experience and thorough knowledge of Elementary School conditions are essential. Salary £150 rising by annual increments of £5 to £175. Application forms, on receipt of stamped addressed foolscap envelope, may be obtained with further particulars from the undersigned, to whom all applications must be sent not later than 7th December, 1912.

F. R. PASCOE,

Secretary of the County Committee.

Education Department, County Hall, Truro.

11th November, 1912.

REIGATE EDUCATION COMMITTEE.

REIGATE COUNTY SECONDARY SCHOOL FOR GIRLS, REDHILL.

Required, in January next, an ASSISTANT MISTRESS to take chiefly Latin and English and if possible Music. Degree or equivalent and training. Commencing salary £110 per annum. Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope and should be returned immediately to the HEAD MISTRESS, by not later than the 6th December, 1912.

G. E. HOLMAN,

Acting Clerk to the Governors.

Education Office, Municipal Buildings, Reigate.

13th November, 1912.

BRITISH AND FOREIGN SCHOOL SOCIETY.

TRAINING COLLEGE, DARLINGTON.

Wanted, MATRON. Must have had experience of housekeeping on a large scale. Hospital training a recommendation. Commencing salary £60 per annum with board, laundry, and residence. Apply—PRINCIPAL, Training College, Darlington.

WORCESTERSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

KIDDERMINSTER HIGH SCHOOL FOR GIRLS.

A Teacher of DOMESTIC ECONOMY is required in the above School, to take up duties at the beginning of the Spring Term (January 14th, 1913). Subjects required: Cookery, Needlework, Laundry work, Housewifery, and Junior Form work. Salary, £90 per annum non-resident. Preference will be given to candidates who have had previous experience in a good Secondary or High School.

Applications (which should be made on Form 279, copies of which may be obtained from the DIRECTOR OF EDUCATION, 37 Foregate Street, Worcester), accompanied by copies of recent testimonials, should be sent to reach Miss Y. G. RAYMOND, Head Mistress, High School for Girls, Chester Road, Kidderminster, not later than December 9th, 1912.

WORCESTERSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

EVEESHAM PRINCE HENRY'S GRAMMAR SCHOOL.

An ASSISTANT MASTER is required in the above School, to take up duties at the beginning of the Spring Term (January 15th, 1913). Subjects: Geography, French, Latin, and Games. Ability to take Drawing and Swedish Physical Exercises will be a recommendation. Preference will be given to a Graduate and to a candidate who has had previous experience in a Secondary School. Salary, £110 per annum non-resident.

Applications (which should be made on Form 279, copies of which may be obtained from the DIRECTOR OF EDUCATION, 37 Foregate Street, Worcester), accompanied by copies of recent testimonials, should be sent to reach Mr. J. A. BLAIR, Head Master, Grammar School, Victoria Avenue, Evesham, not later than December 16th, 1912.

WATFORD GIRLS' GRAMMAR SCHOOL.

APPOINTMENT OF HEAD MISTRESS.

The Governors invite applications for the appointment of HEAD MISTRESS of the Watford Girls' Grammar School (a Secondary Day School), which will become vacant in April next. Salary £350, rising by £10 a year to £400.

Applicants must be single, between the ages of 27 and 37, and must be graduates of a University in the United Kingdom, or have such other equivalent qualification as may be approved by the Board of Education.

The present number of Scholars is 270.

Full particulars of the appointment and printed form of application, which alone can be received, may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

Application forms to be returned not later than 30th December, 1912.

Canvassing a disqualification.

H. MORTEN TURNER,

Watford Place, Watford. Clerk to the Governors.
21st November, 1912.

REQUIRED.—Experienced resident DOMESTIC SCIENCE MISTRESS for January, to teach Cookery, Laundrywork, Housewifery, Needlework, Dressmaking, also help with supervision. Good diplomas essential. Salary £50, with laundry and medical attendance. Also resident ASSISTANT MISTRESS to teach Drawing, Modern Geography and some elementary subjects. Salary £40, with laundry and medical attendance. Apply fully—HEAD MISTRESS, City of London Freeman's Orphan School, Brixton.

COOK-HOUSEKEEPER required

after Christmas. Experienced. Trained preferred, though not essential. About 100 to cook for.—Miss BROAD, The High School, Bournemouth.

COBORN SCHOOL FOR GIRLS,

Bow Road, E.—Wanted, in January, a SCIENCE MISTRESS specially qualified in Botany and Elementary Physics, &c. Degree and good experience in recognized Secondary School essential. Good salary, L.C.C. scale. Apply—HEAD MISTRESS.

KESTEVEN AND GRANTHAM GIRLS' SCHOOL, GRANTHAM.

Wanted in January, a JUNIOR FORM MISTRESS able to take drill throughout the school. For particulars apply to the HEAD MISTRESS.

MALVERN COLLEGE FOR GIRLS, WORCESTERSHIRE.

Wanted, January, two Resident MISTRESSES: (1) Science including Modern Geography, Geology, Botany. (2) Domestic Science with subsidiary subjects. Must be Churchwomen and experienced. Apply—SECRETARY.

DERBY EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

The Governors invite applications for the Post of MATHEMATICS MISTRESS in the above-named School.

Preference will be given to a Graduate in Honours who has had experience in teaching.

The Mistress appointed will be expected to take a part in the corporate life of the School.

Salary £130 per annum, rising by yearly increments of £5 to a maximum of £150.

The candidate will be required to commence duties in January, 1913.

Applications, giving full particulars of qualifications, and accompanied by three testimonials, to be sent to the undersigned not later than December 14th.

WILLIAM COOPER,

Education Offices,

Becket Street, Derby.

November, 1912.

Secretary.

CITY OF NOTTINGHAM EDUCATION COMMITTEE.

MUNDELLA SECONDARY SCHOOL (MIXED).

Wanted, after Christmas, for the above School, a FORM MISTRESS, Graduate of British University preferred, who is specially qualified in English, Latin, History, and Geography (on modern lines), and one who will interest herself in School organizations and Games.

Applicants must have had several years' experience in a Secondary School.

Salary £120 to £130 per annum, according to qualifications and experience. A revision of salaries is held annually by the Committee, who may sanction increases in the cases of those teachers whose work is reported as thoroughly satisfactory.

Forms of application, which must be returned not later than Thursday, December 12th, may be obtained from the EDUCATION OFFICES, South Parade, Nottingham, on receipt of stamped addressed envelope or wrapper.

W. J. ABEL,

21st November, 1912.

Clerk.

COUNTY BOROUGH OF HUDDERSFIELD TECHNICAL COLLEGE.

Principal: J. F. HUBSON, M.A., B.Sc.

Applications are invited for the appointment of LECTURER IN COMMERCIAL SUBJECTS—Bookkeeping and Accountancy, Shorthand, Typewriting, Precise, &c. Salary £175 per annum. Further particulars may be obtained on application to the undersigned.

T. THORP, Secretary.

KENSINGTON HIGH SCHOOL (G.P.D.S.T., Ltd.), ST. ALBAN'S ROAD, W.—Wanted, after Christmas, HISTORY MISTRESS (Tripos preferred), with Elementary German.

TYPEWRITING.—Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptness and accuracy guaranteed.—MISS DEXTER, 4 Gainsborough Road, North Finchley, London, N.

RESIDENT FOURTH FORM

MISTRESS required, January, in Boarding and Day School. Chief subjects: good English, modern Geography, Mathematics to Junior Cambridge. Age about 30. Apply—PRINCIPAL, St. Helen's, Northwood, Middlesex.

DERBY HIGH SCHOOL.—

Wanted, for January, MUSIC MISTRESS, Mathey Method, able to take Class Singing. Must be Churchwoman. Apply—HEAD MISTRESS.

KINDERGARTEN STUDENT

required. Preparation for Examinations of N.F.U. Good practice in Kindergarten and Preparatory classes. Moderate premium.—MISS ANNOTT, West Bank School, Bideford, North Devon.

VACANCY for Resident STUDENT

to train for N.F.U. Higher Examination. Students already successfully prepared. Large Kindergarten and Junior School. Premium required. Apply—PRINCIPAL, St. Helen's, Northwood, Middlesex.

FRANCE.—Highly educated

ENGLISH GOVERNESS required for two Girls. Certificated English, fluent French, Music, German. £70 to £100. Interview London. Many other Vacancies (Abroad, England).—HOOVER'S, 13 Regent Street, London. No booking fee. Stamp. Established 1881.

ADMINISTRATIVE COUNTY OF LONDON.

THE LONDON COUNTY

COUNCIL invites applications for the position of ASSISTANT MISTRESS, to teach French and German throughout the School at the County Secondary School, Eltham. The minimum commencing salary will be £120, rising to £220 a year by yearly increments of £10, in accordance with the Council's scale for Assistant Mistresses in Secondary Schools. Candidates must have passed a final honours examination for a degree held by a recognized University and must have had experience of class teaching by modern methods. In special cases the degree qualification may be relaxed provided that a candidate is otherwise specially qualified.

Applications must be on the official forms, to be obtained, with particulars of the appointment, by sending a stamped, addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Saturday, 11th January, 1913.

Every communication must be marked H 4 on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,

Clerk of the London County Council.

Education Offices,

Victoria Embankment, W.C.

25th November, 1912.

GERMANY.—ENGLISH

GOVERNESS required. Girls 15, 10, 6 (two youngest attending School). Good Violin for eldest. £48.—HOOVER'S, 13 Regent Street, London. Other Vacancies. No booking fee. Established 1881.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage.

Our ordinary scale is:—

10 copies of one Testimonial...	1/-, post free.
20 " " " " " "	1/6, " "
50 " " " " " "	2/3, " "

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CLEAR AND UNIFORM COPIES.

WORK SENT BY RETURN OF POST.

Specimens on application. Every description of Typewriting work undertaken.

KING, 45 BEDFORD ROW, LONDON, W.C.

TETTENHALL COLLEGE,

STAFFORDSHIRE.—Applications are invited for the Post of HEAD MASTER of the above School. Free Churchman, University Graduate, and experienced Teacher required. Applications, with copies of testimonials, should reach the SECRETARY to the GOVERNORS (from whom further information can be obtained) not later than the first post of Monday, 16th December.

SOUTH AFRICA.—(1) Required

immediately, Lady, 30 to 35, as ART MISTRESS for Private School. Subjects: Drawing, Painting, Needlework, English. Salary £80, resident. Passage. (2) Required, January, for Girls' High School, Cape Colony, Lady, Churchwoman, 30 to 35, to teach Mathematics and Botany to Matriculation standard. Salary £100, resident. Passage. (3) Required, fully qualified COOKERY INSTRUCTOR, 25 to 35, for Cape Colony to teach Cookery in all its branches and high-class Sweetmaking. Salary £160. Board in School Boarding House costs £10. Passage. Apply—EDUCATION, 23 Army and Navy Mansions, Victoria Street, S.W.

SECONDARY SCHOOL FOR

GIRLS, DEVONPORT.

Head Mistress: Miss A. HILL, M.A. (Lond.).

Wanted, in January, a JUNIOR FORM MISTRESS. Graduate in Arts preferred: Latin and Conversational French. Salary, £90 by annual increments of £5 to £150, but commencing salary will be determined by experience in teaching. Applications, stating age, qualifications, experience, and salary expected, to be sent by December 16th to

W. H. CRANG,

Clerk to the Governors.

27 Ker Street, Devonport.

WANTED, for January, Resident

ENGLISH MISTRESS (Fourth Form). Elementary Mathematics with good Arithmetic, Geography, Botany. Churchwoman. Good disciplinarian (Boarders). Salary £50 to £60 according to experience and degree. Apply—PRINCIPAL, St. Cuthbert's School, Southbourne-on-Sea Hants.

CHURCH OF ENGLAND GIRLS' SCHOOL, MELBOURNE.

The Council of the above School invites applications for the position of HEAD MISTRESS. Salary £400, together with board and residence, and a capitation fee of £2 2s. per annum on all Boarders, and of 10s. on all Day Scholars paying full fees over 150.

The present numbers at the School are 48 Boarders and 220 Day Scholars.

The Council has the financial control of the boarding establishment.

Applicants must be Communicant members of the Church of England, and preference will be given to those with University qualifications. Applications, stating age and experience, &c., together with a photograph and not more than four recent testimonials as to general fitness for the position, should be posted in London not later than January 10th, to reach the following address by February 13th, 1913, and be endorsed:—

"Application, C.E.G.S., Melbourne."

Diocesan Registry,

Swanston Street,

Melbourne,

Australia.

The Head Mistress will be expected to enter on her duties not later than the beginning of the 3rd term, September 16.

A copy of the prospectus of the school may be obtained from the Rev. W. K. LOWTHER CLARKE, Cavendish Rectory, Suffolk.

BOROUGH OF PORTSMOUTH EDUCATION COMMITTEE.

GIRLS' SECONDARY SCHOOL.

APPOINTMENT OF JUNIOR FRENCH MISTRESS.

The Committee invite applications for the Post of JUNIOR FRENCH MISTRESS. Residence abroad or some experience is desirable. The salary for candidates possessing a University degree or its equivalent will be at the rate of £100 per annum, rising by annual increments to £110.

Applications, accompanied by copies only of three recent testimonials, must be forwarded to the SECRETARY to the COMMITTEE, at the Offices for Higher Education, the Municipal College, Portsmouth, so as to be received not later than December 5th.

Further particulars and Application Form will be forwarded on receipt of a stamped addressed envelope.

LIVERPOOL COLLEGE, Huyton,

near Liverpool.—Vacancy in January for KINDERGARTEN STUDENT. Preparation for Higher Froebel Certificate. Apply to HEAD MISTRESS, sending photograph and full particulars.

AU PAIR in good Roman family,

a young English Lady to speak with two children, 7 and 9, out of School hours. English references.—ASCARELLI, Via Modena 50, Rome.

BEAUMARIS GRAMMAR

SCHOOL (DUAL).—January—MISTRESS for French and History mainly. Residence abroad and ability to teach Class Singing desirable. Salary about £110, according to experience and qualifications. Apply—HEAD MASTER.

WANTED (January), DOMESTIC

MISTRESS, for Cookery, and Needlework with girls, and some simple English with two lowest Forms (boys and girls). Initial salary £90. Apply—HEAD MASTER, Grammar School, Nantwich.

BOURNEMOUTH COLLEGE—

ATE SCHOOL FOR GIRLS.

Required, in January, a resident MODERN LANGUAGE MISTRESS. Special subject: French. German essential. Salary according to qualification and experience. Apply—PRINCIPAL.

REQUIRED, January, Resident

MISTRESS. Principal subjects: Arithmetic, Mathematics, Physical Geography. Degree requisite: preferably Science. Good discipline. Games desirable. Church of England. Would have Form. Apply—PRINCIPAL, Princess Helena College, Ealing.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press.*

TO ASSISTANT MISTRESSES.

JANUARY (1913) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite Immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH, CLASSICAL, MATHEMATICAL, SCIENCE, AND OTHER VACANCIES.

South America. — Head Mistress for School of about 100 Pupils. Good experience essential. Age 30 to 40. Salary £300 resident. First Class passage out and home on 2 years' engagement.—No. 926.

Senior English Mistress for County School near London. Degree or equivalent essential. General subjects and Latin. Commencing salary £150 non-resident.—No. 920.

Lecturer in English Language and Literature for Technical College. To give instruction in both Day and Evening Classes. Commencing salary £140 non-resident.—No. 909.

Australia. — Classical Mistress for Girls' Grammar School. Salary £200 non-resident. Passage paid.—No. 814.

Senior Mistress for large mixed Secondary School. Degree or equivalent essential, preferably in Modern Languages. Ordinary Form subjects and Physical Exercises. Commencing salary £120 to £130 non-resident.—No. 919.

Mathematical Mistress for first-class Boarding School near London. Able also to take Botany or Nature Study. Good salary, resident to a highly qualified Mistress.—No. 907.

Classical Mistress for County School on Kentish Coast. Good Latin and English. Salary about £110 non-resident.—No. 928.

Assistant Mistress for County School in Wales, to teach Welsh and Geography. Swedish Drill desirable. Commencing salary £100 non-resident.—No. 955.

South Africa. — Form Mistress for Girls' Collegiate School. Good Geography, History, and Arithmetic to middle Forms, and Latin to Matriculation standard. Training or experience essential. Salary £80, £90, and £100 in three successive years resident. Passage paid.—No. 879.

Mathematical Mistress for high-class School. Must also be able to take Latin and elementary Greek. Fair salary resident.—No. 899.

House Mistress for first-class School near London. Good experience desired. Good Needlewoman. Church of England. Good salary.—No. 908.

Science Mistress for large and important Boarding School. Good Science and Modern Geography. Degree or equivalent desired. Salary about £70 resident.—No. 913.

Head Mistress for Day School in London. Must be well qualified and experienced. Salary £104 non-resident to commence.—No. 894.

Graduate to take Geography on modern lines. High School near London. R. C. preferred. Salary £60 resident, or £100 non-resident.—No. 933.

Assistant Mistress for large Boarding and Day School. Latin and Mathematics for Matriculation, some Literature and History. Graduate preferred. Salary about £50 resident.—No. 962.

Assistant Mistress for Latin, Mathematics, English, &c. Graduate preferred. Good School in the North. Salary £50 resident.—No. 961.

Fourth Form Mistress for large Institution near London. Special subject: Mathematics. Able to prepare pupils for Oxford Locals. Fair salary resident.—No. 930.

English Mistress for School near London. General English subjects, Botany, elementary Latin, French, and Games. Churchwoman. Must be a good House Mistress as well as Teacher. Salary according to qualifications, experience, &c.—No. 929.

Assistant Mistress for Ablett's Drawing and Painting, Swedish Drill, Nature Study, and Botany. Salary about £50 resident.—No. 957.

Senior English Mistress able also to take some Art subjects or French. Salary about £50 resident.—No. 951.

Assistant Mistress for large Institution near London. Good Botany to Senior Cambridge Local and good Geography. Graduate desired. Salary about £55 resident.—No. 892.

Fifth Form Mistress for usual Form subjects, including Mathematics, Latin, and good French. Graduate desired. Salary £50 resident.—No. 950.

Assistant Mistress, general subjects, also able to take Art. Languages a recommendation. Salary about £50 resident. High-class School.—No. 877.

Form Mistress for Endowed School near London. General subjects to girls 12-13 years of age. Salary £50 resident.—No. 914.

Senior Mistress for English, Latin, and Mathematics. Graduate or Undergraduate desired. Churchwoman. Salary £50 resident.—No. 942.

Assistant Mistress for English, Arithmetic, Mathematics, Latin, and Modern Geography. Experienced. Churchwoman. Salary £50 resident.—No. 940.

Second Mistress for Botany and History up to Senior Cambridge and Matriculation standard, some Arithmetic. Salary £50 resident.—No. 932.

English Mistress with good qualifications and experience, not necessarily with a Degree, but a good disciplinarian, and able to take Games. Fair salary resident.—No. 917.

Assistant Mistress for good School near London. Good Arithmetic, elementary Geometry and Algebra, Latin, Games. Fair salary resident.—No. 916.

Assistant Mistress for good French, History, Literature, Drill, and Games. Salary £50 resident.—No. 922.

Assistant Mistress. — Mathematics and usual English subjects. Must have good Certificates. Salary £45 resident.—No. 970.

MODERN LANGUAGE VACANCIES.

Mistress for French and German to London Matriculation standard. Modern methods. Fairly good salary resident. Seaside School.—No. 964.

Junior French Mistress for Municipal College. Residence abroad or some experience desirable. Degree or equivalent necessary. Commencing salary £100 non-resident.—No. 959.

DOMESTIC SCIENCE VACANCIES.

Mistress thoroughly capable of managing adult students in new College of Housecraft. An adequate salary will be given to a suitable lady.—No. 956.

Mistress for Cookery, Laundry, Housewifery, Needlework and Dressmaking. Endowed School in London. Salary £50 resident.—No. 945.

Experienced Domestic Science Mistress for Secondary School. Able also to take some Junior Form work. Salary to be arranged non-resident.—No. 905.

Mistress for County School for Domestic Science subjects. Good general education and a knowledge of Welsh desirable. Salary £85 to £110 non-resident.—No. 851.

Mistress for Cookery, Laundry, Housewifery, &c. Experienced. Salary £50 resident.—No. 971.

MUSIC VACANCIES.

Violin Mistress for large and important Boarding School. Must also take Singing, Elocution, or Piano. Salary from £60 resident.—No. 924.

Mistress for Piano only. Mathey method desired. High-class School. Good salary resident.—No. 954.

Head Music Mistress for Piano, Violin, Theory, and Harmony. I. R. A. M. desired. Salary £50 resident.—No. 873.

Music Mistress for Piano, Singing, and, if possible, Elocution. Must hold good Certificates. Salary £60 resident.—No. 925.

Music Mistress for high class Boarding School. Good Piano and Violin. Fair salary resident.—No. 898.

Experienced Music Mistress accustomed to prepare for Examinations. I. R. A. M. essential. Salary £15 resident.—No. 876.

Music Mistress for good School, capable of taking a Singing class. Must hold good Certificates. Salary £45 resident.—No. 852.

Mistress for Piano, Singing, and to assist with Junior Form Work. I. R. A. M. desirable. Salary £80 non-resident. County Intermediate School.—No. 967.

PHYSICAL TRAINING VACANCIES.

Mistress for good Drilling, Games, and Dancing. Experienced and good training. Large and important College. Good salary resident.—No. 914.

Mistress for Drilling, Games, Dancing, and Swimming. Good training and experience. High-class School. Salary £40 resident.—No. 895.

Mistress for Swedish Drill, Physical Culture, and Remedial Exercises, Games. Must be a trained Drill Mistress. Important School. Salary £45 resident.—No. 856.

250 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

60 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications, &c., should be stated.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 800 for brief particulars of some of the Schools **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**
Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

KING EDWARD'S SCHOOL, BIRMINGHAM.

The Governors of this School, in consequence of the death of Mr. E. W. Floyd, being about to appoint a HEAD MASTER to take charge of the Boys' Grammar School, Aston, Birmingham, gentlemen who are desirous of becoming candidates are requested to send in their applications and six copies of their testimonials to the Secretary, on or before the first day of January next.

The salary consists of a fixed payment of £200 per annum, together with a capitation fee of £2 per head for every boy above the number of 150; the whole salary not to exceed £600. There are about 325 boys in the school.

Candidates must be Graduates of some University in the United Kingdom.

The Head Master will be required to enter on his duties in April next.

Birmingham, 25th November, 1912.

WANTED, STUDENT, to train under first-class Kindergarten Mistress for N.F.U. Certificates. Small premium. Address—No. 9,471.*

WANTED, in high-class Girls' School, STUDENT over 18, "au pair," Working Higher Local as Junior Mistress. Music Student working Higher Diploma. Premium. Address—No. 9,473.*

WANTED, after Christmas, a MISTRESS very capable in general work with children of first and second form ages (8 to 12). In addition, one or more of the following subjects with older girls desired:—Drawing, Elocution, Geography. Resident. Address—No. 9,475.*

MATRONS required after Christmas. Large Boarding School for Girls. Gentlewoman, well trained, thoroughly reliable, clever manager, good cook. Age 25 to 35. Churchwoman. Some nursing experience required. Send photograph. Address—No. 9,476.*

REQUIRED, for January, Resident MISTRESS to teach Botany, Nature Study, and Elementary Mathematics. Must be well qualified and a member of the Church of England. Good salary. Apply with full particulars. Address—No. 9,480.*

WANTED, in January, a CLAS- SICAL MISTRESS. Oxford, Cambridge, or London M.A. Apply at once—HEAD MISTRESS, The Hulme Grammar School for Girls, Oldham.

MERTHYR TYDFIL EDUCATION COMMITTEE.

CYFARTHFA CASTLE MUNICIPAL SECONDARY SCHOOL.

The Committee require the services of six CLASS TEACHERS thoroughly capable of teaching the following subjects:—

BOYS' DEPARTMENT.—(1) English Language and Literature, (2) Geography and History, (3) Mathematics, (4) Physics and Geometry, (5) Chemistry, (6) Latin and French. Salary £150, advancing £10 yearly to £180.

GIRLS' DEPARTMENT.—The Committee also require the services of seven CLASS TEACHERS for the following subjects:—(1) English Language and Literature, (2) French, (3) Geography and History, (4) Mathematics, (5) Physics and Geometry, (6) Botany, (7) Drawing. Salary £120, advancing £5 yearly to £140.

Applicants for the above appointments must be Graduates of a British University, or possess equivalent qualifications approved by the Board of Education.

Also **TEACHER OF MANUAL INSTRUCTION AND ELEMENTARY DRAWING** for Boys' Department. Salary £110, advancing £10 yearly to £140.

TEACHER OF COOKERY AND LAUNDRY. Salary £80, advancing £5 annually to £110.

TEACHER OF NEEDLEWORK, HOUSE-KEEPING, AND HOUSEHOLD HYGIENE. Salary £80, advancing £5 annually to £110.

Application forms may be obtained from the undersigned on receipt of a stamped, addressed foolscap envelope, and must be returned to the DIRECTOR OF EDUCATION, Town Hall, Merthyr Tydfil, so as to reach him not later than 10th December, 1912.

E. STEPHENS,

Clerk to the Committee.

Town Hall, Merthyr Tydfil,
22nd November, 1912.

REQUIRED, for January, in high- class Boarding School, **HOUSE MISTRESS** well qualified to teach Needlework. Good experience required. Churchwoman. Send full particulars. Address—No. 9,481.*

WANTED, in a good Boarding School, a resident PUPIL to join a class preparing for Senior Cambridge. Small premium. References given and required. Address—No. 9,487.*

VACANCY, next term, in large Girls' Boarding School for Student wishing to prepare for Cambridge Higher Local Examination or London Degree, or Froebel Examinations. Premium. Address—No. 9,490.*

ROYAL LATIN SCHOOL, BUCKINGHAM (DUAL).—Wanted, in January, **JUNIOR MISTRESS.** Elementary English and French, Singing, Drawing (elementary), Athletic. Preference given to candidates who can offer Shorthand. Salary £100 rising by £10 increments to £140. Apply—HEAD MASTER.

WANTED, a SECOND MIS- TRESS for the Hampton School, Malvern, Jamaica.

Candidates should be graduates, and should be not less than 25 nor more than 40 years of age. They should be members of some Protestant denomination. The selected candidate must be prepared to teach thoroughly Botany, with Elementary Physics and Chemistry, and either Mathematics, or History, or Latin, or English, or French.

The salary will be not less than £120 per annum, with board, residence, &c.

Further information can be obtained on application, in covers marked "C. A.," addressed to the SECRETARY, Board of Education, Whitehall, London, S.W. Scottish candidates should apply to the SECRETARY, Scotch Education Department, Whitehall, London, S.W.

STUDENT-MISTRESS (resident),

English or Foreign, required January in good school near London to assist with Kindergarten. Music or Languages. Small premium, possibly au pair.—PRINCIPAL, High School, Upminster, Essex.

WYCOMBE HIGH SCHOOL.

WANTED, in January, (1)

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For facts Mr. Holmes depends mainly on Mme Montessori's book, the English translation of which we recently reviewed, and it is only with principles and with Mr. Holmes's deductions from them that we are now concerned. The contrasts that Mr. Holmes draws between Froebel and Mme Montessori, between a Casa dei Bambini and an English kindergarten, make us suspect that Mme Montessori knows nothing and Mr. Holmes himself but little of the later developments of Froebel's doctrines or their applications in approved kindergartens. Apparently he judges by the Government schools that he has inspected, in which "kindergarten work" plays much the same part that "English" does in an unreformed public school.

Before starting an English Montessori Society we would urge the Committee to visit a free kindergarten in the Canon-gate, Edinburgh, or at least to read the record of it in an unpretentious little volume that has just reached us.* St. Saviour's Child-garden has no pretence to be a model or show school. It has no funds or grants, and lives from hand to mouth, maintained by the devotion of one "mother in Israel" and the offerings of the faithful.

To realize the atmosphere of the school, its influence not only on the children but on the parents, the whole book must be studied, but the bare outline of a day's work will serve to show that Rome has at least as much to learn from Edinburgh as Edinburgh from Rome. The children, some forty, assemble at 9. After donning the uniform "pinnies" in the long lobby, which serves as a cloak-room, they pass on to be inspected one by one by Nurse, who sees to minor ailments, and encourages them to talk about small happenings at home. There is considerable hubbub, but gradually a long line forms and marches into the kindergarten-room to sing good-morning greetings. The eight oldest children then go off to their class-room for formal lessons. The rest, after a march, a run, or a romp, to restore circulation and let off steam, sit down to "Home Lore." Each child for a week at a time is made responsible for some little service for the good of all—dusting, sweeping, washing plates, feeding pets, or watering flowers. At 10 prayers are said round a little altar or oratory table, which "stands in the midst of all the work and play as a symbol that

everything is in religion and religion in everything." Then for half an hour the whole school, in three classes, has "lessons": but these include picture chats, stories, nature talk, and finger play. At 11 comes lunch in the garden shelter. The monitors set the table for the little ones, and the rest of the upper school have physical exercises. After lunch there is free play, in the garden if it is fine, and indoors, with balls, sandbags, &c., if it is wet. They make as much noise as they wish, provided no one's rights are disregarded. "And the hubbub is a hubbub." Lastly come musical games and kindergarten occupations. "With bricks, sticks, chalk, clay, paper—any plastic material—they express the impressions they have gained."

So ends a morning "which fools think has been spent in 'only play,'" but, as the writer sums up the theory of which St. Saviour's Child-garden is the outcome, "In childhood there is only one true means of reaching self-expression, and that is play. Organized play is, in the child-stage—*work*." At least in this school there is nothing to suggest Mr. Holmes's picture of the kindergarten teacher standing in front of the class and doing her best to vitalize them. "Organized play": in this epithet lies the radical difference between Mme Montessori's theory of education and Froebel's. Few who have studied children in the nursery as well as at school can doubt which is the more excellent way, unless, indeed, like Rousseau and Mme Montessori, they are "maintaining an hypothesis." Leave a children's party to its own devices, without a grown-up to start games and direct them, and at the end of an hour there will be a pandemonium or glum silence, though each child be furnished with a twelve-guinea set of Montessori apparatus. Individualism is the corner-stone of the Montessori system. Froebel insisted no less emphatically on self-development, but he insisted also (though Mr. Holmes considers him unscientific) on the Aristotelian ethics that man is a social animal, more social than any ant or bee. Mme Montessori's motto is "Fais ce que voudras," with the proviso that you must not harm your neighbour. The charity she teaches is purely negative; there is no co-operation in games or play, no mutual aid, no service to elders. Again, we are old-fashioned enough to believe that a child, from the very first, must be taught, and, if needs be, constrained to obey. Of course, the less compulsion the better, and no one would wish back "the Quaker rule that doth the human spirit cool," but *entsagen sollst du* is a lesson that must be learnt in the nursery, and even in the best regulated families occasions will arise when the parent or teacher must say to the child, "Do as you're bidden, or you'll be punished." We do not doubt that, under a born teacher and a commanding personality, such as Mme Montessori, insubordination may be rare, and to be put in the corner may be sufficient punishment, but no amount of training will produce an adequate staff of Egerias, Italian or English, and the experience of Tolstoy at Yasnaia Poliana, or even of Pestalozzi at Neuhof, shows the probable fate of a Thelema school under a teacher not to the manner born.

Lastly, in the Montessori schools there is no "altar or oratory table," nor anything, as far as the book or the pamphlet shows, to take its place. It is strictly an education of the senses, in which not only the symbols of religion but poetry finds no place. For the absence of drawing, modelling, and dancing from her curriculum Mme Montessori may fairly plead *rerum novitas*, but for the exclusion of nursery rimes, of fairy stories, and of acting or action games, she offers—and can offer—no excuse. We should ourselves add to these omissions Bible stories, but we do not wish to enter on the debatable ground of religious instruction.

That we have something to learn from the Montessori method, especially in the matter of reading and writing, we should be the last to deny. What we have attempted here to show is that the New Gospel is, as far as it is true, at least a century old; that it is partial and incomplete, neglecting or disregarding one side of child-nature. The human plant, in the language of Froebel, must be set where it can grow and flourish, under the influences of sun and shower and the free airs of heaven; but it must also be trained and pruned if it is to bear good fruit in season. "Acting on this theory

* "The Diary of a Free Kindergarten." By Lileen Hardy. (2s. Gay & Hancock.)

[of non-interference] Blake always refused to prune the vine that grew in his garden, with consequences that did not recommend the theory to others."

CORRESPONDENCE.

PHYSICAL TRAINING AND THE RESPONSIBILITY OF THE SECONDARY-SCHOOL MASTER.

To the Editor of The Journal of Education.

SIR,—I have read with keen interest the letter by Miss L. E. Crowdy on a similar subject in your last issue, and take this opportunity of expressing my entire concurrence with her views. Not only do her remarks apply to the mistresses, but, in a more acute form, to the masters in secondary schools, where the inclusion of games is taken as the "be-all" and the "end-all" of their responsibility in this respect. The advent of the specialist in physical training does to a certain extent relieve them of the greater strain, but by no means does it do so entirely. He or she has, as a matter of fact, but more clearly emphasized the existence of the physical defects caused by school life in the children of to-day. It is the duty of all teachers to lessen the cause of the defects. The secondary-school master and mistress have the children in their charge for the greater part of the week. Miss Crowdy's figures—"out of a week of twenty-five hours, the gymnastic teacher has the child in her hands for not more than four"—are generous. It is my experience that, out of a week of twenty-seven and a half hours, only one and a half to two hours are given to physical training. Games take place out of school hours. Are these two hours and the games under the supervision of the house master sufficient? Evidently not.

All that the gymnastic master can do is to arouse a certain amount of interest regarding good carriage and body care in the boys, by example, by a few periodical and by no means regular chats, and the one or two lessons in physical exercises each week. This interest, inherent in every child, is very real, as one may see in the eager faces and searching questions. But the child's school life is a swiftly moving kaleidoscope of studies to which the subject of physical development stands in a ratio of 1:9. This interest soon gives place to others. As soon as the gymnastic lesson is over, he is switched off to another subject to wait three to seven days before he is again reminded that he must not slouch. A few exercises done in an hour or so cannot be expected to nullify the malpositions of a week. It is my experience that unequal carriage of the shoulders increases as one goes up through the school, and almost invariably, in these cases, is the left shoulder higher than the right. This, of course, is due to the natural habit of carrying school bags in the right hand and of resting the left elbow on the desk whilst reading and writing. Mark you, where the right shoulder is the higher, with surprisingly few exceptions, the child is left-handed. The child is warned that he has such and such defects at the annual or biannual compilation of the anthropometrical chart at least, and that he should do so and so to reduce them. These defects cannot possibly be overcome without daily promptings—or rather, these defects cannot possibly be prevented without daily correction of bad attitudes. It is very necessary, then, that the work of the form master and gymnastic master be closely in touch. Thus, then, is the master of academical subjects involved in the physical development of the child. I have taught form subjects and found it not too heavy a burden to allow the class to sit comfortably back in their seats and to correct individually pupils who habitually fall into a bad attitude. I strongly denounce the stony discipline that demands that every child shall sit without movement, and I do not intend to lay down fixed rules for posture in the several lessons or to inflict a code where there are so many.

While conscious of the evil, I recognize that there is no efficient antidote under the present régime. Nevertheless, it is true that every effort in the right direction brings in its trail its mite of success. If teachers in every lesson, whether to one form or different forms, will but correct those outstanding bad positions—the twisted body, that errant elbow creeping to the desk whilst writing, that slouching attitude in morning assembly—there will be fewer round backs and twisted spines. The natural tendency after a lesson is to stand up and stretch. Why check it, when it is Nature's remedy after long sitting? The rules of convention and etiquette are formed for the common welfare and comfort. Let the child stretch after every lesson—even foster it.

Should any secondary-school master read this—and I hope many will—I know he will expressively shrug his shoulders and murmur, "Another straw for the overburdened camel." This is not another straw, but one that is being replaced whilst gradually slipping from the load. These are days of universal specialization, when the tendency is to pass on the responsibility of everything outside one's own subject. One asks, "Who is responsible?" Everyone is responsible for the correction of the worst attitudes at least—during every lesson.

A much hackneyed but very true *mot* is that the child reflects the teacher. This is most certainly true from the standpoint of carriage with respect to physical training. The responsibility will not be lightened until the day dawns when gymnastics and hygiene are taught by the same master.—Yours, &c.,

A. CLAUD WRIGHT,
Teacher of Physical Training, Middlesex County Council.

JAQUES-DALCROZE AND PLATO.

To the Editor of The Journal of Education.

SIR,—M. Jaques-Dalcroze's lecture and demonstration on Eurythmics has placed the Greek idea of music and gymnastic—always a difficult combination for the modern mind to grasp—in a new light, and will, I think, enable us to understand more completely why rhythm held so high a place in Greek theories of education.

May I call your readers' attention to "The Republic," Book II (Davies and Vaughan's Translation): "Is it then, Glaucon, on these accounts that we attach such supreme importance to a musical education, because rhythm and harmony sink most deeply into the recesses of the soul, and take most powerful hold of it, bringing gracefulness in their train, and making a man graceful if he be rightly nurtured, but if not the reverse; and also because he that hath been duly nurtured therein will have the keenest eye for defects, whether in failures of art or the misgrowths of nature; and, feeling a most just disdain for them, will commend beautiful objects, and gladly receive them into his soul, and feed upon them, and grow to be noble and good . . . and when reason comes he will welcome her most cordially who can recognize her by the instinct of relationship and because he has been thus nurtured?" "Gymnastic will hold the next place to music in the education of our young men." "Those who establish a system of education in music and gymnastic . . . probably introduce both mainly for the sake of the soul. Those who have devoted themselves to gymnastic exclusively become ruder than they ought to be, while those who have devoted themselves to music are made softer than is good for them. . . . Then must they not be mutually harmonized? . . . To correct, then, as it would appear, these two exclusive temperaments, the spirited and the philosophic, some god, as I for my part shall maintain, has given to men two arts, music and gymnastic, not for soul and body exclusively . . . but expressly for those two temperaments, in order that, by the increase of relaxation of the tension to the due pitch, they may be brought into mutual accord. . . . Then whosoever can best blend gymnastic with music, and bring both to bear on the mind most judiciously, such a man we shall call perfect in music and a master of true harmony. . . . Then will not some overseer be always needed in our State, Glaucon, if our commonwealth is designed to endure?" "Yes, indeed, such an office will be quite indispensable."—I am, yours truly,

M. G. JONES.

Ladies' College, Cheltenham, November 19, 1912.

WELSH CIRCULATING SCHOOLS.

To the Editor of The Journal of Education.

SIR,—I have read Miss Knox's article in the current number of *The Journal of Education* with interest. As I have made a study of the

Welsh Circulating Schools I venture to point out a few small errors. (1) The Christian name of Jones was "Griffith," not "Griffiths." (2) He lived at "Llanddworor," not "Llandowror." Nearly all the English and some of the Welsh biographies are wrong on this point. (3) The hamlet is not "near Tenby." Tenby is over sixteen miles away; the nearest town is Carmarthen, ten and three-quarter miles. (4) Jones was ordained at Ahermarlais, not at St. David's. (5) The Baronets of Picton Castle spell their name "Philipps." (6) Jones married the sister, not the half-sister, of the Baronet of his day. All the biographies say "half-sister," but it seems that they are all wrong. (See the "Transactions of the Cymmrodorion Society," 1903-4, page 92.) (7) Mr. Arthur Bevan was Recorder, not Rector, of Carmarthen.—Yours faithfully,
DAVID SALMON.
Training College, Swansea, November 6, 1912.

WOMEN WORKERS AT OXFORD.

To the Editor of *The Journal of Education*.

SIR,—In the October issue of *The Journal of Education* appeared an article on the Workers' Educational Association in Oxford, which struck me as singularly misleading. In describing the Summer School held this year at Balliol College, mention was made of the number of men who were able to enjoy its advantages, and the account concerned itself only with men. As a matter of fact, the Summer School received 165 men and 50 women students, while at least 10 of the 46 tutors who gave their services were women. Both men and women students were assigned indifferently to men or women tutors as best suited the work which each individual wished to do. These facts seem to me worthy of being stated, as the Workers' Educational Association is essentially a society which stands for equality of opportunity between men and women. I believe I am right in saying that no W.E.A. tutorial class can be formed from which women are excluded. Economic reasons account, to a large extent, for the smaller number of women both at the Summer School and in the provincial classes. Preparatory classes for women are, however, being organized in many districts, and the proportion of women students is rapidly increasing.

Hoping that I may be allowed thus to supplement the interesting account of the W.E.A. given in your last issue.—Yours faithfully,
ONE OF THE TUTORS.

BOOKS OF THE MONTH.

Art.

Art in Egypt. By G. Maspero. *Heinemann*, 6s.
"The Educational Journey Series."—The Notebook on Architecture. By Henry J. Fox. Illustrated. *Dent*, 1s. net.

Botany.

Nervation of Plants. By Francis G. Heath. Illustrated. *Williams & Norgate*, 3s. 6d. net.

Civics.

The British Subject: his Rights and Duties. By T. Bateson, M.A., and W. J. Weston, M.A. *McDougall's Educational Co.*, 8d. net.

Classics.

The Oxford Book of Latin Verse. Chosen by W. H. Garrod. *Oxford University Press*, 6s. net.

The Loeb Classical Library.—(1) Cicero, Letters to Atticus, translated by E. O. Winstedt, M.A., Vol. I. (2) Sophocles, translated by F. Storr, B.A., Vol. I. (3) Appian's Roman History, translated by Horace White, M.A., LL.D., Vol. I. (4) The Greek Bucolic Poets, translated by J. M. Edmonds. (5) Apollonius Rhodius: The Argonautica, translated by R. C. Seaton, M.A. *Heinemann*, each vol. 5s. net.

New Junior Latin Course. By J. V. Thompson, M.A., and L. M. Penn, M.A. *Clive*, 3s. 6d.

Wit and Wisdom from Martial. One Hundred and Fifty Epigrams, translated by Alfred S. West, M.A. *Priory Press*, 2s. 6d. net.

Varro on Farming. Translated, with Introduction, Commentary, and Excursus, by Lloyd Storr-Best, M.A. *Bell*, 5s.

Selections from Cicero. Edited by W. D. Lowe, D.Litt. *Oxford University Press*, 1s. 6d.

Virgil. By T. R. Glover, LL.D. Second edition. *Methuen*, 7s. 6d. net.

Divinity.

The Hebrew Prophets for English Readers. Edited by F. H. Woods, B.D., and F. E. Powell, M.A. Vol. IV. *Oxford University Press*, 2s. 6d. net.

Old Testament History. By the Rev. A. R. Witham, M.A. *Rivingtons*, 4s. 6d.

Protestantism and Progress: a Historical Study of the Relation of Protestantism to the Modern World. By Ernst Troeltsch. Translated by W. Montgomery, B.D. *Williams & Norgate*, 5s.

A History of the Literature of Ancient Israel, from the Earliest Times to 135 B.C. By Henry Thatcher Fowler, Ph.D. *Macmillan*, 10s. net.

Economics.

Thrift: a Common-sense Book for Girls. By F. M. Foote. *Bell*, 8d.

Wealth and Welfare. By Prof. A. C. Pigou, M.A. *Macmillan*, 10s. net.

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La Morte d'Arthur. Edited by S. B. Hemingway, Ph.D. *Harrap*, 1s. 6d.

Selections from Chaucer. Edited by C. G. Child, Ph.D. *Harrap*, 2s. 6d.

Aids to the Writing of English Composition. By F. W. Bewsher, B.A. *Bell*, 1s. net.

Essays and Studies by Members of the English Association. Vol. II. Collected by W. P. Ker. *Oxford University Press*, 5s. net.

English Literature and the Classics. Nine Lectures delivered in Oxford, 1911-12. Collected by G. S. Gordon. *Oxford University Press*, 6s. net.

Tales all True: Told for Retelling. By J. B. Marshall, B.A. *E. J. Arnold*, 1s. net.

A History of American Literature. By W. B. Cairns, Ph.D. *Frowde*, 6s. net.

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The Tudor Shakespeare.—(1) Othello. Edited by T. M. Parrott, Ph.D. (2) Twelfth Night. Edited by W. M. Hart, Ph.D. *Macmillan*, each 1s. net.

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A Guide to British Historical Fiction. By J. A. Buckley, M.A., and W. T. Williams, B.A. *Harrap*, 2s. 6d. net.

Fiction.

A Regular Madam. By Mrs. Wilson Fox. *Macmillan*, 6s.

Geography.

The New Outlook Geography.—The Home of Man. Part II, Europe. By W. C. Brown, M.A., and P. H. Johnson, B.A. *Harrap*, 1s. 6d.

Mapping Book of the British Empire. *E. J. Arnold*, 4d. net.

A Geography of the British Empire. By A. J. Herbertson, M.A., and R. L. Thompson, B.A. *Oxford University Press*, 2s. 6d.

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The Museums and Ruins of Rome. By W. Amelung and H. Holtzinger. English edition revised by the authors and Mrs. S. A. Strong, LL.D. 2 vols. *Duckworth*, 5s. net.

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The Story Thread. By Edith Kimpton, M.A. Illustrated. *Ralph, Holland*, 1s.

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Poems of Tennyson, 1830-1870. With Introduction by P. Herbert Warren, D.C.L. Ninety-three Illustrations. *Frowde*, 4s. 6d. net.

The Children's Longfellow: Stories from the Poet's Works told by Alice Massie. Illustrated. *Frowde and Hodder & Stoughton*, 2s. 6d. net.

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The Paradise of Children (Hawthorne). Illustrated by Patten Wilson. *Constable*, 1s. net.

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Little Folks Christmas Volume. Illustrated. *Cassell*, boards 3s. 6d., cloth 5s.

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The Song of Frithiof. Retold in Modern Verse by G. C. Allen, D.D. Illustrations by T. H. Robinson. *Frowde and Hodder & Stoughton*, 2s. 6d. net.

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Tillage, Trade, and Invention. An Outline of Industrial History. By George T. Warner. *Blackie*, 2s.

The History of France (Guizot). Abridged from Black's Translation by Gustave Masson, B.A. *Sampson Low*, 3s. 6d. net.

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A New Geometry. Part I. By S. Barnard, M.A., and J. M. Child, B.A., B.Sc. *Macmillan*, 1s. 6d.

Medical.

Bacteria (Dr. Max Schottelius). Translated by Staff-Surgeon H. Geoghegan, R.N. Second edition. *Frowde and Hodder & Stoughton*.

Miscellaneous.

The Diary of a Free Kindergarten. By Lileen Hardy. Illustrated. *Gay & Hancock*, 2s. net.

A Treatise of Saint Aurelius Augustine, Bishop of Hippo, on the Catechizing of the Uninstructed. Translated by E. Phillips Barker, M.A. *Methuen*, 1s. 6d. net.

The Steep Ascent: Missionary Talks with Young People. By Emily E. Entwistle, L.L.A. Illustrated. *Jarrold*, 2s. 6d. net.

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Portraits and Sketches. By Edmund Goss, C.B. *Heinemann*, 6s. net.

What the other Children do. By Elizabeth Grierson. Illustrated. *Black*, 2s. 6d. net.

The Spiritual Interpretation of Nature. By James Y. Simpson, D.Sc. *Hodder & Stoughton*, 6s. net.

Durham School Register. Second Edition to June 1912. Edited by Charles S. Earle, M.A. and Lawrence A. Body, M.A. *Bradbury*, 7s. 6d.

Admissions to Peterhouse, or St. Peter's College in the University of Cambridge. Compiled by Thomas A. Walker. *Cambridge University Press*, 30s. net.

England under the Old Religion, and Other Essays. By Francis A. Gasquet, D.D. *Bell*, 6s. net.

London University Guide and University Correspondence College Calendar, 1913. *Clive*.

Modern Languages.

Les Cloches de Corneville. Concert Version. Arranged by David J. Thomas. *Joseph Williams*, 3s. 6d. net.

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- Anthologie des Écrivains Français**.—XVII Siècle: Vol. I, Prose; Vol. II, Poésie. XVIII Siècle: Vol. I, Prose; Vol. II, Poésie. XIX Siècle (1800-1850): Vol. I, Prose; Vol. II, Poésie. XIX Siècle (1850-1900): Vol. I, Prose; Vol. II, Poésie. Each vol. 1 fr. *Librairie Larousse* (Paris).
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Reprints.

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EDUCATION IN THE PERIODICAL PRESS.

- Cambridge, Michaelmas Term at. New buildings and activities. *Times*, October 21.
- Country High Schools. By "Home Counties." *Daily News and Leader*, October 26.
- English Literature at the Universities. *Times Educational Supplement*, November, 5.
- Leading article on the appointment of Sir Arthur Quiller-Couch to the Professorship of English Literature at Cambridge.
- Fraternity Idea among College Women. By Edith Rickert. *Century Magazine*, November.
- "What does it stand for?" the results of an investigation undertaken by the *Century*.
- Fraternity Life in American Museums. By A. Maurice Low. *Morning Post*, November 18.
- Foreign Languages, Study of. *Pitman's Journal*, November 2.
- Geography, The New. Young Statisticians; thinking in millions. By B. C. Wallis. *Daily Telegraph*, October 31.
- Great Head Master. Dr. McClure's Majority. *Christian World*, October 31.
- Mill Hill School.
- Ideal School Clinic: the New York School Medical Service. Some interesting comparisons. *Hospital*, October 26.
- India, Education in: The Real Eurasian Problem. By M. L. Forbes. *Times Educational Supplement*, November 5.

- Jagues-Dalcroze "Eurhythmics." By C. B. I. School and Scholars. *Morning Post*, November 15.
 A philosophical defence of the method.
 Layard Collection. Magnificent Bequest to the National Gallery. *Morning Post*, November 4.
 Lost Inheritance: Democracy and the Universities. By Harold T. Wilkins. *Millgate Monthly*, October, 1912.
 Largely pleads for a closer relationship. "... traced much of the abiding class distinction in England to the badness of our secondary schools."
 Modern Languages in Education. Mr. Leathes's reply to Critics.
 Montessori for England. By A. S. D. Schools and Scholars. *Morning Post*, November 1.
 "The probable effect of the Montessori method upon the public elementary schools of the country."
 Montessori in England. A Reply. By a Member of the Montessori Society of the United Kingdom. Schools and Scholars. *Morning Post*, November 8.
 Montessori System: Mr. Holmes's Official Report: An Experimental School in Norfolk. *Times Educational Supplement*, November 5.
 Music in Schools. Human Interest. A delightful language. By Miss Ethel Home. *Daily Telegraph*, October 31.
 Neglected and Delinquent Children. Sir Charles Mackellar's Mission. *Morning Post*, October 29.
 Neglected Child in New South Wales. By Sir Charles Mackellar. *Nineteenth Century*, October.
 Open-air Schools, Residential. By D. M. Taylor. *Medical Officer*, October 26.
 By the School Medical Officer of Halifax. Illustrated.
 Oxford's Part in Social Service. *Times*, November 9.
 Largely University Settlements.
 Pedagogics. By A. S. D. Schools and Scholars. *Morning Post*, October 25.
 Reviews of recent educational books.
 Professor as President. *The Nation*, November 9.
 Dr. Woodrow Wilson's attitude to education.
 Public Schools Teaching. The Harrow Changes. *Morning Post*, October 30.
 Further representative opinions on the changes made in the curriculum of Harrow School described in the *Morning Post* of October 21.
 Rate Aid for Education. *Local Government Chronicle*, November 9.
 Deals with the effect of localities.
 Rate and State Aid: the Authorities and the Treasury. Demand for increased Grants. *Times Educational Supplement*, November 5.
 Scientific Pedagogy. *Queen*, November 9.
 Leading article. Deals with the Montessori Method.
 Scotland, University Affairs in. Current questions of Finance. *Times Educational Supplement*, November 5.
 Trinity College and Home Rule: Mr. Campbell's Amendment. *Times Educational Supplement*, November 5.

A TEST FOR TASTE.

WE promised to return to Mr. Ballard's article on "The Appreciation of Poetry." It was a new experiment, and we hope he will repeat it in a modified and improved form. The eight extracts that he chose are so far satisfactory that no *φρόνιμος* or judicious person could well fail to distinguish the sheep and the goats. Further, we think that he does prove his point that literary taste can be directly trained. The schools that come to the top have a comprehensive scheme of literature, devote much time to the subject, and encourage home reading. But it is well nigh impossible to devise a text that will gauge the æsthetic sense—the *Dichtungsempfindung* both of children and adults. "Jewels five words long are rare," and most of them familiar. Matthew Arnold has been commonly condemned for using them as a touchstone of poetry. Divorced from the context, the best poetry loses half its beauty, and the worst—e.g. the stanzas set from Wordsworth's "Idiot Boy"—may be half redeemed by the context. Again, in No. 1, a ripe critic would pick out the epithet in the last line, "the impracticable hours," as the sign-manual of poetry, but no child could be expected to appreciate or even to understand it. In No. 4, "By the North Sea," a child whose ear had been trained would be captivated by the Swinburnian lilt and subtle alliteration; but if he commented, "'Of marsh-blossoms fruitless as free' is nonsense, made to rhyme with sea," we should be inclined to give him a good mark. Lastly,

as Mr. Ballard himself is aware, it is hard to discriminate appreciation of form and of sentiment. We have all of us—at any rate, those of an older generation—passed through a Longfellow stage, and we should regard an appreciation of "Evangeline," or even of "The Psalm of Life," as a healthy sign in a child, though with proper training he sheds it like his first teeth. In No. 2, the first stanza, "Do not despair, though clouds dark are gathering," &c., conveys in tolerable verse a true sentiment to children not staled by use, and for its sake they will overlook or condone the halting rhythm and slipshod English of Stanza 2. We certainly should differ from Mr. Ballard, and class No. 2 above No. 7:—

The snowdrop, pure, repels despair
 Our garden to adorn.

Our criticisms have been purely negative, and their only object has been to assist Mr. Ballard in perfecting his test, and applying it on a larger scale *in pari materia*. In a pamphlet noticed elsewhere Mr. Holmes pleads for the Montessori Method, on the ground that perfect freedom of action and absence from constraint are the only conditions on which experimental pedagogy is possible. If this were so, we should be forced to regard child study as the anti-vivisectionists regard experiments on animals; but in this case no such dilemma arises, and we are grateful to Mr. Ballard for a first essay and a quantitative analysis of the most subtle and elusive of all mental elements—taste.

CONFERENCE WEEK OF EDUCATIONAL ASSOCIATIONS.

THE Conference Week of Educational Associations will be held in the University of London from Monday, January 6, to Saturday, January 11, 1913. The following is the program:—

January 6.—2.30 to 2.50 p.m.: Address of Welcome (Sir Henry Miers). 2.50 to 5 p.m.: Open Discussion, "Should Teachers be Civil Servants?" (Michael E. Sadler). 5 p.m.: The Secondary, Technical, and University Teachers' Insurance Society (Gerald T. Hankin). 8.15 to 10 p.m.: Teachers' Guild Presidential Address, "Education and Life" (W. H. D. Rouse).

January 7.—10 a.m. to 1 p.m.: Teachers' Guild, "The Educational Issues raised by the Report of the Royal Commission on the Civil Service." 3 to 5 p.m.: Art Teachers' Guild. Teachers' Guild, "The Teaching of English, with special reference to the recently issued Memoranda of the Board of Education" (W. H. D. Rouse). 7.30 to 9.30 p.m.: Froebel Society, "The result of an inquiry into what is desirable in Equipment and Apparatus of the School" (Claude G. Montefiore).

January 8.—12 noon: Modern Language Association, Presidential Address (Reginald W. Macan). 11 a.m. to 1.30 p.m.: Private Schools Association, "Educational Value of History" (Rev. Canon Masterman). 2.30 p.m.: Modern Language Association, "The Literary Element in the Teaching of Modern Languages." 4.15 p.m.: "Rostand" (Sir Hubert Jerningham). 3 to 5 p.m.: Private Schools Association, "The Child's Share in his own Education" (Hon. Mrs. Franklin); "The Influence of School on the Manners of the Child" (Rev. G. H. Moore).

January 9.—11 a.m. to 1 p.m.: Geographical Association, "The Geographical Cycle" (C. W. Fawcett); "Historical Geography for Schools" (H. J. Mackinder). 10.15 to 1 p.m.: Modern Language Association, "Modern Language Courses at the University, with special reference to Teachers" (Prof. Cazamian, Miss Fowler, Prof. Milner Barry). 3 to 5 p.m.: Geographical Association, Presidential Address (Douglas W. Freshfield). Modern Language Association, "Suggestions for Improvements in the Teaching of Modern Languages" (Cloudesley Brereton). 3 p.m.: National Home-Reading Union, "The Work of the N.H.R.U." 8 to 10.30 p.m.: Soirée.

January 10.—2 to 5 p.m.: College of Preceptors. 5.15 p.m., Historical Association. "Some Lessons of the War in the Balkans" (Prof. Spenser Wilkinson).

January 11.—10.30 to 11.45 a.m.: Historical Association, "The Standardization of History Teaching" (G. G. Coulton); "How Public Libraries may be made more useful to Students and Teachers of History" (Miss C. A. J. Skeel). 10.45 to 1 p.m.: Association of Teachers in Domestic Subjects, "Recent Development of the Correlation of Science with Domestic Economy" (J. Wilson); "The Household Economics of the Poor" (Hon. Mrs. Pember Reeves); "The Home of the Poor" (T. Holmes, Mrs. Pillow). 3 to 4.30 p.m.: Association of Assistant Mistresses in Public Secondary Schools.

UNIVERSITIES AND SCHOOLS.

LONDON.

Dr. A. C. Headlam's resignation of the principalship of King's College has caused some stir in academic circles in London. Several reasons, personal and official, are advanced by Dr. Headlam for his decision, the chief of which appears to be that the College has not received fair treatment from the Board of Education or from the University. He suggests that the Board have issued a mandate that the College must be removed to a more suitable site without any full investigation of the question. Mr. Pease, in reply to a question in Parliament, states that Sir William McCormick and other members of the Advisory Committee of the Board on University grants spent "many hours in investigating on the spot the position of the College," and discussed the question with Dr. Headlam. Whatever opinion may be held on the particular question, the action of the Board must be regarded as introducing a novel and disturbing idea into the relationship between Government departments and Universities. Of the more domestic questions raised by Dr. Headlam's resignation, it must suffice to say that the co-ordination of University education in London which has resulted from the reconstitution of the University, and especially from the incorporation of University and King's Colleges in the University, has involved some hardships. Dr. Headlam finds fault with the constitution of the University which gives the professors of a rival college a strong influence in determining questions relating to the organization of King's. A question of such wide implications cannot, however, be discussed here and now. The Royal Commission on University Education in London is to report early in the new year; and, until then, at any rate, nothing more need be said.

WESTFIELD COLLEGE.—Miss McDougall, M.A., Classical Lecturer at Westfield College, is spending six months in India to investigate women's and girls' education there, as a member of the Education Committee of the Edinburgh Conference, 1910. During her absence, Miss P. Mudie Cooke, formerly of Girton College, Cambridge, and Miss K. Curtis, B.A., of Bedford College, London, have been appointed to lecture in the Classical Department. The following assistant lecturers have also been appointed for this session:—Miss B. M. Daunt, English Honours, Oxford; Mr. J. H. Grattan, B.A., University College (to lecture in Old and Middle English); Miss M. Long, B.A. Dublin, of Girton College, Cambridge (Assistant Lecturer in Mathematics). Miss E. M. Delf, Lecturer in Botany, has been awarded the degree of D.Sc. for a thesis on "Transpiration and Stomatal Behaviour in Halophytes," and also the Gamble Prize, awarded by Girton College, for an essay on "The Biology of Transpiration." Sixteen students of the College have obtained appointments as head and assistant mistresses and University lecturers.

OXFORD.

After half a term with very little legislation or controversial business we are having a series of conflicts every week. The old quarrel between Arts and Science was almost revived again last week over a proposal to give sites in the parks for a chemical and an engineering laboratory. Each side spoilt its case by abusing the other in fly-sheets—the lovers of the parks making a reckless attack on engineering and an indignant scientist replying that students of such useless subjects as philosophy had nothing better to do but walk round the parks and listen to the birds. The real cause of the trouble was that the Curators of the parks had selected for the engineering laboratory a site entirely removed from the main block of science buildings. In Congregation the decree providing a site for the chemical laboratory was passed, though a large minority voted against it; while the other decree was thrown out by a large majority. The debate, however, made it quite clear that the opposition was not to engineering or even to engineering having a site in the parks contiguous to the existing museum buildings, but to the site chosen by the Curators. A memorial is being extensively signed by members of Congregation asking Council to introduce a decree for a site for the engineering laboratory near the other buildings.

Before *The Journal* appears Congregation will have voted on the preambles of the statutes for the reform of Council and Congregation, and for making possible a poll of Convocation. The first statute proposes to abolish the three orders in Council, doing away with heads of houses and professors, and leaving a Council of five *ex-officio* members, the Chancellor, Vice-Chancellor, Proctors, and the *ex-Vice-Chancellor*, and eighteen members of Convocation elected by Congregation. No one, I imagine, will want to retain the heads of houses, but there will be much more difference of opinion as to whether professors should not be specially represented.

The proposal for the reform of Congregation will probably meet

with more opposition. It proposes "(a) that residence shall no longer be a qualification for membership, (b) that in future the Congregation shall consist of the teaching and administrative elements in the University and the colleges." A fly-sheet has been issued complaining that the preamble is too detailed and leaves too little room for amendment. However, the history of the Faculties Statute did not show that Congregation's powers of amendment are of much value in statutes of this kind.

On the following Tuesday, December 3, we are to consider proposals brought forward at the instance of the Theological Faculty for abolishing the limitation of examiners in the Honour School of Theology to "members of Convocation in Priests' Orders," and the similar limitation of candidates for the theological degrees. The good example of Cambridge ought to make it certain that the statutes should pass. They are more likely to be in danger when they come to be voted on in Convocation. An attempt seems to have been made to placate someone by the rather petty proposal in the statute that, where at present the words "Sacra Theologia" occurs in the statutes, they shall be struck out and the word "Theologia" substituted.

The Committee of the National Memorial to Mr. Gladstone has offered the University a sum of about £6,000 for the purpose of making the present Readership in Political Theory and Institutions into a Professorship with an increased stipend. The Readership was instituted a few years ago with the help of the Endowment Fund of All Souls College and the Reader who will be the new Professor. Mr. Adams has already done a great deal to develop and co-ordinate political studies in the University. Political Theory is at present taught in three different schools, and there is great need of co-ordination of all the work done in the subject. The Committee for Economics and Political Science have just presented their annual report showing an admirable record of teaching and investigation. They hint that it may be advisable to revise the present scheme of examination. The subject has grown so much that it is difficult to cover it properly in a diploma course.

The University, on November 26, conferred the honorary degree of D.Litt. on Prof. Saintsbury, and the honorary degree of M.A. on Mr. Albert Mansbridge, Secretary of the Workers' Educational Association. The latter degree is particularly interesting as showing the University's recognition of the services of the W.E.A. and the tutorial class movement to Oxford. Mr. Mansbridge, though himself a graduate of no University, has done more for University education in England in the last ten years than any man in England, and the University honours herself in honouring him.

The Association for the Education of Women has presented its annual report, which is of particular interest this year in that it shows the effect of the new Delegacy for women students. The official recognition given to women students and women teachers by the Delegacy has had the effect your correspondent predicted when it was established. The place of women in the regular work of the University is becoming regularized in many little but significant ways. Little has been heard since the publication of the Chancellor's memorandum and Council's report of the granting of degrees to women, but it ought soon to follow as a matter of course.

CAMBRIDGE.

Your readers will, of course, have seen a week before this letter reaches them the result of the great vote on the opening of Divinity degrees. I may remind them that, in February last, the Vice-Chancellor published a letter from the Divinity professors inaugurating the movement, and that shortly afterwards the Council of the Senate drafted a report embodying the changes involved in Statute A if the enfranchisement was to be made effectual. In my letters in your May and June issues I dealt lightly with the controversy as it reached the public, and made the obvious prediction that there would be real opposition. In the interests of peace, and for the sake of afterthoughts, the Council postponed the whole matter to this term.

The points upon which controversy settled were these: First, is it fitting that laymen and Free Churchmen should be admitted to Divinity degrees? Second (as put by the Master of St. Catharine's), should "non-Christians" be admitted to them? Third, should the new graduates in Divinity be eligible to the Lady Margaret and Regius Professorships of Divinity, or allowed to vote with the existing class of graduates in Divinity when next either Professorship has to be filled?

The Council met the last difficulty by including in the Grace proposed to the Senate a clause holding up the application for the change in Statute A till the two chairs should have been dealt with by the Senate. Most of us thought this gave all the security needed, but in some quarters a doubt was expressed that the words "until

the Senate have decided by vote what amendments, if any, shall be made in the Statutes," dealing with these two chairs, meant nothing very definite. The concession, however, won support for the Grace.

On the other points, play was made with the "non-Christian" D.D.; red-herrings were drawn across the track—the Council was guilty of blundering and doing all sorts of things—the question on the 22nd would be "purely one of procedure"—and so on. Yet conversation reveals something else, and here I quote a clerical and non-resident friend whose position, I think, was typical: "In a Roman Catholic country a Protestant expects to be at a disadvantage, and a Nonconformist must take as much for granted in the University." In other words, the University is essentially an affair of the Church—the old story dating back to 1662, but not quite the view taken by most of those responsible for its teaching and administration.

As the day of the voting drew near, it was more and more clear that the preponderating view among residents of all ways of thought—one school excepted—was *Placet*. Various estimates were hazarded—three to one, or four to one, of the residents would vote *Placet*—the *Placet* majority among residents would be two hundred. Everything thus depended on what numbers of clergy Archdeacon Cunningham and the Master of St. Catharine's could bring up. At 2 o'clock on the 22nd there was a good show of them in the Senate House; but, as a shrewd observer suggested, the country voters would be more liable to be there before the hour than residents; and so it proved, for after 2 o'clock as men came in the accessions were mostly to the *Placet* side. The voting was taken as usual by cards, and the two streams flowed parallel up the Senate House to the Proctors on the right and left of the Vice-Chancellor, and united to ebb down a middle channel when their cards were handed in. Generally, one can see at a glance which is the larger stream. This afternoon it looked very doubtful. By and by it seemed as if the *Placets* had rather the longer crowd, but the two drew level, and the result grew thrilling. It was remarked that the Proctors on the *Placet* side were quicker at taking cards than on the other, and a majority of 25 to 30 was still looked for by some bold prophets. At last the stream stopped; a few late voters hurried up—one on this side, two on the other, another here—and then ceased altogether. In a few minutes the Senior Proctor announced the result to the Vice-Chancellor, stepped forward, raised his cap, and said "*Placet*," and then in English added: "The numbers are—*Placet* 435, *Non-Placet* 326." The result was greeted with loud cheering. Nobody had expected anything like it—unless, indeed, the organizers on the *Non-Placet* side knew that they were not getting enough friendly answers. It may be noted that not all the clergy who came up were *Non-Placets*. The contrast between the two sides of the House was very remarkable—I have never seen it so. On most great issues resident opinion is divided. On this occasion all the familiar faces—a dozen perhaps excepted—were on the *Placet* side, while the other was packed with strangers.

What results is briefly this—a great step forward has been taken—there may be blocking work done on the future report of the Council as to the two chairs. I suppose there may be even recourse to obstruction when the revised Statute A is submitted to the King in Council, but in any case progress has been made. What is more, the residents—whom the Reformers wanted to make into a "House of Residents"—have carried the reform—and a real one this time. What might have given an enormous lift-forward to the appeal for a Commission has been averted. If the degrees had been refused, a great volume of public opinion would have been enlisted in that demand. It will not be. Cambridge has shown what it can do for itself in reform, where a real and a clear issue is given.

The Divinity Chairs are all of separate origin and foundation and under different rules—and very strange anomalies are found among them. Only two are mentioned in the Grace. The Lady Margaret received lately new ordinances regulating a little the method of election, but not altering the main point—election of graduates in Divinity. To the Regius only B.D.'s and D.D.'s are eligible, but the electors are the Council, as in the case of the Regius Hebrew and Greek Chairs. To the Norrisian the Heads of Houses elect; to the Hulsean the Vice-Chancellor, the Masters of Trinity and St. John's, and the other from Divinity Professors (with the Greek Professor, if either of these Masters is Vice-Chancellor); to the Ely—a board of the modern type—eight electors and the Vice-Chancellor. Now the curious thing is that the next Regius Professor will be elected by a body—the Council—on which only two or three of the electors will ever be clergy—unless it is proposed to disfranchise the Council. The Heads of Houses, again, number only five clergy among their seventeen, and the other elective boards have all lay elements. In some of these cases there is no guarantee and no likelihood that the electors know or care anything about Theology—they will, of course, be interested in getting the best man, but a seat on the Council is given to people of every opinion on religion. So we have had for years a body of

electors to the Regius Chair, among whom have been avowed and active Free Churchmen and perhaps other people. But a Nonconformist B.D. must not be allowed to vote for a Margaret Professor. England is a land of inconsistency. However, we have to wait and see.

WALES.

Prof. Sir Ed. Anwyl, M.A., presided over the half-yearly meeting of the Board, which was held at Shrewsbury on November 15. A considerable amount of time was spent in the ordinary routine work of discussing the reports of examiners, the recommendations for grants, and changes in the examination schedules. There was an interesting discussion on the refusal of the Board of Education to amend the Central Welsh Board Scheme to enable the Board to examine schools which are not established under the Welsh Intermediate Education Act. Urged on chiefly by the Glamorgan Education Committee the Central Board has repeatedly sought for the power, and the Board of Education has persistently refused it, mainly because it considers that the grouping of all the secondary schools under one examining body would ultimately tend to reduce them all to one type, which the Board would strongly deprecate. The question, however, has very little interest for the other Education Committees of the Principality. There was another instance, during the course of the discussion, of the want of harmony between the two authorities. When the annual report of the Welsh Department was under review, the Vice-Chairman, Lord Sheffield, gave utterance to the caustic comment that it could be compared only to the curate's egg—"good in parts"—and that if anyone sits down to write thirty pages of matter he must occasionally write a sentence or two with sense in it! But the Board as a whole was not inclined to resurrect the buried controversies of previous years, and the report, unsatisfactory as it may be in parts, was accepted without serious criticism.

In the year 1911-12 there were 13,217 pupils on the roll of the intermediate schools—6,449 boys and 6,768 girls. This total represents a decrease of 118 pupils as compared with the total for the preceding year. The highest total was reached in the year 1908-9, the figures then being 13,760 pupils. Since that year there has been a downward tendency in the numbers, but there are now some indications that this has been arrested. One of the salient features of the statistics for the past year is the decrease in the number of pupils over seventeen years of age. This has been so marked that some explanation of it appeared to be necessary, and this gave rise to an excellent debate in which many of our prominent educationists took part. The trend of opinion was in the direction of regarding the policy which the Welsh Department has recently been pursuing, of advocating the establishment of higher elementary schools in close proximity to the intermediate schools, as responsible for the decrease. Naturally, our Education Authorities are anxious that no steps should be taken which will in any way interfere with the growth and progress of the intermediate schools, so that in many quarters the new development is regarded with some misgiving. The Denbighshire Authority in particular seems to be hesitating very much as to the proper course to follow with regard to new schools. After a prolonged and keen discussion it was felt that the urgency and importance of the question were such that a special conference should be summoned at an early date to consider it fully. It is surely a very refreshing sign that our authorities are realizing that it is high time that our haphazard methods of settling our educational policies should be abandoned and that some comprehensive and definite plan should be followed. Though there has been a decrease in the older pupils, it is satisfactory to note that there has been an increase of 50 per cent. in the number of pupils admitted under twelve years of age during the last triennial.

The general report has some interesting statistics besides those relating to the numbers of pupils. The average salary paid to assistant masters is £153. 6s. 8d.—a rather serious difference. Of the 351 assistant masters there are 82 without a degree, and of the 346 mistresses 108 are without a degree, which seems a high percentage.

Welsh Education Authorities are grumbling loudly at the expense of education within their areas. At a recent conference of the Monmouthshire Teachers' Association, Mr. T. G. James, the Director of Elementary Education, stated that his county was the highest rated county in England and Wales for the repayment of principal and interest on new buildings. They had to levy a sixpenny rate for the purpose. He believed that the levying of local rates had well-nigh reached breaking point, and that, unless they got Treasury assistance, further developments, in spite of their urgent need, would be impossible. The chairman, however, pointed out that the Treasury grants ultimately came from the same pockets as the local rates, so that he doubted the efficacy of the proposed remedy.

This Association met under the presidency of Mr. W. Lloyd Parry.

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Welsh County Schools Association.

B.A. Mold, at Shrewsbury. In his presidential address, Mr. Parry dealt exhaustively with the relationship between the ideal and vocational training. It was refreshing to hear a president casting aside the time-honoured method of dilating upon our grievances—real and imaginary—and boldly daring to deal with a really interesting question. On the whole, he seemed to deprecate the modern tendency to make the school a training ground for the different careers a boy might pursue; Mr. Clendon, of Handsworth Grammar School, on the other hand, basing his opinion upon some definite experience, held the contrary view—so that there seems no chance of attaining finality in any educational discussion. A special sub-committee to consider the Central Welsh Board Examination in French made several important suggestions for its improvement. As already indicated in these notes, there has been a deal of grumbling at the French Examination in recent years. The extent of the schedules and the character of the papers in the higher stages are criticized strongly and continuously, but it cannot be said that there has been any marked improvement in them. In the Report of the Examiner for the year 1911-12, Mr. J. G. Anderson, B.A., is, however, on the whole, encouraging, though the oral section of the work comes in for a good deal of criticism. His final verdict, however, is satisfactory. "Still, on the whole, the Welsh schools are still ahead of others in the matter of French conversation." The Association endorsed the opinions of the sub-committee, and they have been forwarded to the Central Welsh Board for its consideration and enlightenment.

Lord Kenyon, the Senior Deputy Chancellor, presided over the annual collegiate meeting at the University College, Cardiff, on November 22. A recommendation of the Senate was adopted, "That in the case

of science departments in which laboratory work is involved it is desirable that the notebooks of practical work be available for the inspection of the Examining Board; and, further, in cases where the Board is uncertain whether a candidate's name should be included in the pass list or as to his place in the class list, the opinion of the Internal Examiner concerning his work during the session should be taken into account." The University has, by this resolution, given effect to one of its fundamental principles that the teacher should have a definite share in the examination of his pupils. There was some opposition to this resolution from the professors in the Arts departments, but the final majority in its favour was a very substantial one. The most interesting discussion arose out of a motion by Sir Isambard Owen, "That if University representation be given the University of Wales should take steps to secure that its claims for such representation be recognized." Sir Isambard disclaimed any intention of introducing politics into the Court. Several members, including Sir T. Marchant Williams and Alderman Hopkin Morgan, strongly opposed the resolution as being contrary to the democratic spirit of the age. But Sir D. Brynmor Jones, M.P., on one side of the House and Colonel Pryce Jones, M.P., on the other, were equally strong in support. After a short debate, the resolution was carried by 17 to 12.

The number of candidates who entered for the Matriculation Examination of the University was 261 in 1912; being 128 below the number in the preceding year. For the September Examination there was also a decrease of 94. The number of awards in

Honours for the B.A. degree in 1912 was 95, against 125 in 1911. For the B.Sc. degree, 31 in 1912, against 18 in 1911. For the Pass degrees, 89 obtained the B.A. degree and 49 the B.Sc. degree. 26 obtained the M.A. degree and 7 the M.Sc. degree. The D.Sc. degree was conferred on Mr. T. Campbell James, M.A. Aberystwyth, and Miss Muriel Smith, of Bangor College. The D.Litt. degree was conferred on Mr. E. Arthur Lewis, of Aberystwyth College. Two candidates also obtained the degree of Bachelor of Music—both from Cardiff College.

Lord Kenyon, Principal Harris (of the North Wales Training College), Mr. F. P. Dodd, and Mr. Edgar Jones, were appointed to represent the Court on the Central Welsh Board. The Vice-Chancellor, Sir Harry Reichel, and Mr. D. Sleifer Thomas, M.A., were appointed on the Central Joint Advisory Committee on Tutorial Classes. For the three vacant Fellowships, Miss Marian Jones, B.Sc., of Bangor College; Miss Nesta Thomas, B.Sc., of Bangor College; and Mr. David J. Jones, M.A., Cardiff College, were elected.

SCOTLAND.

The opponents of inclusive fees have persuaded some of the Scottish members of Parliament to put questions in the House of Commons to the Secretary for Scotland and to the Treasury, and the matter has also been discussed on the motion for the adjournment of the House. The only result of the discussion has been the information that the Treasury asked for the observations of the Scotch

Education Department on the report of the Scottish Universities Committee, 1909, that the Department gave its opinion that "the institution of a composite fee for specific courses of study is one that has very much to recommend it on educational grounds," and that the Department did not interfere or advise in any other way. The questioners were also informed by Mr. Masterman that the Treasury has no claim to interfere with the internal arrangements of the Scottish Universities, but they are charged with the duty of laying down such principles as seem advisable as a condition of asking Parliament to vote grants of public money. The inclusive fee was accepted in principle by the Scottish Universities, and no representations were received from the Carnegie Trust in the matter. In spite of this, the Glasgow General Council has resolved, by a majority, to communicate to the Treasury a resolution in favour of making the inclusive fee optional. This resolution has already been considered by the Courts of the four Universities in conference, and has been unanimously rejected as inconsistent with the principle of an inclusive fee. The action of the Glasgow Council and others is therefore futile and can only lead to waste of time and trouble. The only serious difficulty remaining is the refusal of Edinburgh University to institute at once an inclusive fee in medicine. This makes it impossible for the present to fulfil entirely the Treasury requirement of uniform inclusive fees for the four Universities. But Edinburgh runs the risk that the Treasury may decide to pay the grants to the other Universities and in the end to require Edinburgh either to institute the fee fixed for medicine by the other Universities or to renounce the grants.

The dispute between the Council of Dundee University College and the St. Andrews University Court has been revived, and, unfortunately, it seems likely that it will not be settled without some litigation. The Court has drafted an Ordinance for the institution of a fee fund at University College, Dundee. Hitherto, the fees of the Dundee students have been collected by the Secretary of the Dundee Council and paid to the respective professors and lecturers. The Council maintains that it is entitled to administer the fees; but the Court holds that the Secretary of the Council has collected the fees only for convenience and as the agent of the Court. This year the fees have been collected by the Secretary of the Court, and the Council has allowed this, under protest, in the interest of the students, who would otherwise have been refused enrolment. The Council also maintains that the proposed new Ordinance will cancel in some of its most important provisions the agreement for union between the college and the University and will set aside the deed of endowment of the college, so far as regards the administration of the class fees. On the other hand it is contended by the University Court that the original agreement was set aside by a judicial decision of the House of Lords, and that the University Commissioners practically incorporated Dundee College in the University, in consequence of the judgment of the House of Lords. Since 1897 the College has received large financial benefits under this arrangement, which it welcomed at the time. It is also contended that under the new Ordinance drafted by the Court the College will lose nothing in fees and will gain in financial security. The Ordinance proposes that the Court should receive all the Dundee fees (about £2,000 a year) and that it should allocate an annual sum of £1,500 to improve the salaries of the Dundee staff. It also proposes that the security of the St. Andrews fee fund (which has a large surplus) should be used to guarantee the College against loss from fluctuation in the number of students. It also provides that the College shall share in the surplus of the fee fund, after salaries have been paid, in proportion to its contribution of fees. The Court's financial proposals seem to be perfectly fair. The trouble is that the Dundee Council desires to have all the advantages of incorporation and at the same time of independence. In the meantime the Council proposes that a friendly action at law should be raised to decide the legal question. The Court has not, so far, given any answer to this proposal; but it has obtained an opinion of counsel in favour of its contention, which has been transmitted to the Dundee Council.

University Hall, the residence for women students at St. Andrews, has been enlarged by the addition of two new wings, at a cost of £10,000. The Hall is the property of the University. It was opened sixteen years ago with accommodation for twenty students. Since that time overflow houses have been hired, and the enlarged building now provides for more than seventy residents. The new buildings were formally opened at the end of October by Lady Balfour of Burleigh, and among the other speakers were Miss Dobson (Warden of the Hall), and Miss L. I. Lumsden, J.L.D. (a former Warden). At a meeting of St. Andrews University Court, it was announced that, as the result of an alteration in the Army Council's regulations for University candidates for commissions, there would no longer be allotted to the Scottish Universities each half-year a commission in the Indian Army and a commission in the Royal Artillery. It would consequently be useless for the Scottish Universities to continue the instruction of University candidates. It was agreed to take steps to-

wards the reconsideration of the regulations. An additional sum of £600 has been received towards the erection of a graduation hall in commemoration of the five-hundredth anniversary of the University. The total subscriptions received amount to £4,500. The annual report of the Council of University College, Dundee, discusses at length the dispute with the University Court. The total number of students for the year was 206, of whom 203 were matriculated in the University, being a decrease of 20 as compared with the previous year. The revenue from class fees amounted to £1,740, as compared with £2,255 in the previous year. The degree examination fees have also decreased by £146, about 25 per cent.

The General Council of Glasgow University, in addition to its discussion of inclusive fees, considered the draft Ordinance affiliating the Royal Technical College to the University. The main matter of discussion was the proposal, approved almost unanimously by the Technical College, that only the day classes at the College should be reckoned as qualifying for the University degree. An amendment was proposed and carried by a majority in favour of allowing evening classes also to be reckoned as qualifying. This decision was submitted to the University Court, which resolved by a majority to adhere to the terms of the draft Ordinance. The General Council has made a representation to the Court in favour of instituting the teaching of Chinese in the University. The report of statistics of Glasgow University for the academic year 1911-12 shows that the teaching staff consisted of 35 professors, 65 lecturers, and 81 assistants and demonstrators. The total number of matriculated students was 2,794, including 681 women, an increase of 4 from the previous year. Of these 1,299 (including 548 women) were enrolled in the Faculty of Arts, 467 (including 39 women) in the Faculty of Science, 63 (including one woman) in the Faculty of Theology, 727 (including 82 women) in the Faculty of Medicine, and 194 (including 2 women) in the Faculty of Law. 481 degrees were conferred. The number of members of the General Council was 8,245.

The Aberdeen Technical College has received from the Education Department £25,000, being the first instalment of the Department's contribution towards the cost of erecting and equipping new buildings. The University Court of Aberdeen has appointed a Committee to confer with the governors of the College as to the institution of a school of engineering.

The General Council of Edinburgh University discussed the question of inclusive fees at its autumn meeting. A resolution was passed to the effect that the Council was of opinion that, in seeking to impose conditions upon the payment of Parliamentary grants (as exemplified in the recent action in regard to the inclusive fee), the Treasury was interfering unwarrantably with the freedom of the Scottish Universities. It was also resolved to make a representation to the University Court in favour of enabling students who have taken the degree of LL.B. to proceed, under suitable conditions, to a doctorate in the Faculty of Law, under such designation as might appear to be most convenient. An effort is being made at Edinburgh University to raise a fund of £20,000 to £25,000 for the purpose of endowing a second chair of Natural Philosophy in the University, as a memorial to the late Prof. P. G. Tait. The Misses Dalgety and Mrs. Wilson have bequeathed £10,000 for the endowment of bursaries and prizes in the Faculty of Law at Edinburgh University, in memory of their brother, Mr. Harry Dalgety, who died in 1872. The German Emperor has conferred the *Ordre Pour le Mérite* on Sir William Turner, K.C.B., Principal of Edinburgh University. Prof. Saintsbury has received the honorary degree of D.Litt. from Oxford University.

The conference of representatives of the four University Courts has now completed a draft of a new Ordinance dealing with the Preliminary Examination, and it is expected that this will soon be submitted to the Universities for their consideration.

IRELAND.

The amendment brought forward in Parliament by Mr. J. H. Campbell, M.P., on October 21, excluding Dublin University from the scope of the Home Rule Bill, has had some interesting developments. At a meeting of the Board of Trinity College, on October 26, a resolution was adopted approving the amendment. Two of the Senior Fellows present, the Rev. T. T. Gray and Dr. Mahaffy, voted against the resolution; one (Mr. Cathcart) abstained from voting. No steps had been taken by the Board before the meeting to ascertain the views of the Junior Fellows and the teaching staff in general on the question; but immediately afterwards a statement appeared in the Press, with the signatures of ten out of the twenty-eight Junior Fellows, which, while expressing no opinion on the merits of the Home Rule Bill as a whole, repudiated the Campbell amendment, and at the same time a protest against it appeared signed by two hundred undergraduates. Other adverse expressions of opinion have since appeared in the Press from members of the University. Prof. Culverwell, one of the most active among the dissentients, proposes

that, if the amendment be not withdrawn, a public meeting of the members should be held in Dublin to protest against it. It is understood that the Provost has seen Mr. Birrell on the subject and extracted from him an assurance that the amendment will be incorporated with the Bill on the Report stage. From a statement made by Mr. Herbert Samuel, in the House, on November 5, it appears that one necessary consequence of the amendment would be that Dublin University would have no representation in the Irish Parliament.

The past month has been a busy one for all the college societies. The inaugural meeting of the College Historical Society was held on the evening of November 6, Mr. Justice Ross being in the chair; a paper by the Auditor, Mr. J. M. Henry, on "Economic Independence for Ireland" was read (in his absence), and was followed by speeches from Prof. Kettle, Captain Bryan Cooper, and Mr. A. W. Samuels, K.C. On the evening of November 9 the Classical Society opened its session with an address from Prof. W. A. Goligher, on "The Greeks and some Present-day Problems," followed by speeches from Mr. Justice Ross and Prof. Browne, S.J. The Theological had its meeting on November 11, when the Auditor, Mr. E. H. Campbell, B.A., gave an address on "Intellect and Faith," and the Bishop of Ossory was the chief speaker. The Gaelic Society followed on November 12, with an inaugural address on "The Ireland of To-day," followed by speeches from Mr. F. J. Bigger, Canon Hannay ("George Birmingham"), and Prof. Culverwell; the Campbell amendment coming in for a vigorous attack from lecturer and speakers. The University Philosophical opened its session on November 15, when Lord Killanin presided and the Auditor, Mr. Herbert White, read an address on "The Literature of Social Unrest," followed by a paper (read in his absence) by Mr. Gilbert Chesterton; and speeches from Mr. Allen Upward, the Rev. Dr. Murray, and Dr. Mahaffy.

The examinations for Moderatorships are now over, but the full results are not yet to hand. Prof. Culverwell is at present delivering a series of weekly afternoon lectures on "The Education of Children up to Seven Years of Age: being an account of the Montessori Method."

The opening of the academic year at University College, Dublin, was celebrated on November 3 by a solemn religious ceremony in University Church, St. Stephen's Green, followed by a luncheon given in the University College by Dr. Coffey, the President. The Chancellor, Archbishop Walsh, in his speech at the luncheon, said that the success of the Dublin College during the two past years exceeded all expectations, and the number of students now in actual attendance at its lectures was greater than that in any other University or University College in Ireland.

As a result of the autumn examinations, travelling studentships of £200 a year, tenable for two years, have been awarded to Agnes Cuming, M.A. (University College, Dublin), in Philosophy; and to Annie Power, B.A. (University College, Dublin), in Celtic Studies. Special prizes of £100 for distinguished answering were awarded to Robert McKernan, M.A., in Philosophy, and Elizabeth Deane, B.A., in Modern Languages.

A meeting of Convocation of the National University was held on the afternoon of November 12, at which the principal business was the passing of a resolution brought forward by Dr. McWalter, asking the Senate to institute evening lectures, leading up to the University degree, for the benefit of such students as were unable, through the necessity of earning a livelihood, to attend the ordinary University lectures. A memorial, signed by 121 persons, was laid before Convocation in support of the resolution.

University College Literary and Historical Society opened its session by a meeting on the evening of November 7, when the Auditor, Mr. Arthur Cox, B.A., read an address on "The University and the Nation," and Prof. Culverwell was the chief speaker. The future destinies of both the Universities in Dublin and their relation to the country were discussed in paper and speeches.

The Birrell Scholarship Scheme is still to the front. At a meeting of the Executive Committee of the Irish County Councils General Council, held in Dublin, on October 25, a report was adopted which, while expressing gratitude for Mr. Birrell's efforts on behalf of Irish Education, recommended the Councils to refuse the grant under the conditions at present imposed, on the following grounds:—(a) That these conditions would render nugatory the agreement entered into between the Senate of the National University and a deputation from the General Council, whereby the Senate appointed Irish as an essential subject for matriculation from 1913 onwards. (b) That the National University was the only University which provided representation of the Councils on its governing bodies; and (c) that it was also non-sectarian in character, the principle of proportional representation being fully observed in the composition of Senate and teaching staff; further, (d) that the proposals were unsatisfactory from a financial standpoint, inasmuch as for each £10,000 of free

(Continued on page 866.)

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grants the Councils must provide £20,000, allocated on a more extensive scale than their own scholarship scheme, which had been framed with a view to encourage studies in scientific agriculture and other subjects of importance to the country; and (c) from an educational standpoint also, inasmuch as the candidates were selected at too early an age, and there were not sufficient guarantees to ensure that they would fulfil their promise of ability. Some of the County Councils—Roscommon, North Tipperary, Sligo, and Galway—have already declared against the scheme; on the other hand, Wexford has agreed to make its scholarships tenable at any Irish University.

In answer to a question from Captain Craig, in the House of Commons, Mr. Birrell stated his determination to abide by the conditions of the grant, whatever might be the attitude of the Councils. An Irish correspondent writing in the *Times* on the questions raised, points out that, whereas twenty-four of the twenty-seven Nationalist County Councils, and also the two county boroughs of Dublin and Waterford, have either already founded or undertaken to found University scholarships (which, in three cases, are tenable at Trinity College or Queen's University as well as the National), the six Unionist Councils of Ulster and the city of Belfast have so far taken no steps to provide scholarships or give endowment to Dublin University or Queen's University.

The claims of National school teachers, including the monthly payment of salaries and other matters, formed the subject of a meeting held in the Mansion House, under the auspices of the Dublin National

Teachers' Association, on October 25, at which Mr. William Field, M.P., was in the chair, and Prof. Culverwell was the chief speaker. One matter before the meeting was the dismissal of Mr. Edward Mansfield, Vice-President of the Irish National Teachers' Organization, which is exciting a good deal of interest at present. Mr. Mansfield, the principal teacher of Cullen National School in Co. Tipperary, who is admitted to have been an excellent teacher, was dismissed by the Commissioners on account of a speech which he made at Clonmel on July 13, calling for the removal of a certain Senior Inspector and criticising the whole system of inspection as it obtains at present, and also referring to Dr. Starkie's recent pronouncement on the financial outlook of Irish education under coming legislation as an "attack on the Treasury on the eve of Home-Rule." Mr. Mansfield's cause has been vigorously espoused by his own colleagues in the National Teachers' Organization, who have issued a manifesto and initiated a presentation to him; also by various local bodies, and by Dr. Douglas Hyde, who has been conducting an active controversy in the Press with the National Board. Dr. Hyde brings other charges against the Inspectorate, accusing them of unfair treatment of Irish in the schools. Mr. Mansfield's case was brought before the House of Commons on October 31 by two of the Irish members, who asked for an inquiry, which, however, the Chief Secretary declined to grant. On November 5 a deputation from the Irish teachers waited on Mr. Birrell at the House of Commons, to lay before him their grievances. Their speakers, Miss Mahon (President of the National Teachers' Organization), and Mr. Elliott, (who represented the Protestant Teachers), complained very strongly of the present system of inspection, under which teachers were often terrorized or exasperated and had little power of appeal, and asked for an inquiry into the whole administration of the National Board. Mr. Birrell, while deprecating an examination into the whole administration of the Board, promised an inquiry into the inspection system, saying that he would consult the National Commissioners as to the terms of reference, and take no final step without consulting educational authorities on all sides.

SCHOOLS.

CLAPHAM HIGH SCHOOL FOR GIRLS.—Seven girls passed in Matriculation in June, two being placed in Class I. Four girls were successful in Intermediate Arts. M. Kerr was awarded a St. Dunstan's Medical Exhibition of £60 for three or five years. In the Cambridge Higher Local Examination E. Sauerbeck passed Class I, with distinction in spoken German and written German. Training Department.—Seven students obtained the Cambridge Teachers' Certificate given by the Teachers' Training Syndicate, two being placed in Class I. The following seven N.F.U. students passed in Part I of the Higher Certificate. Art Training Department.—Thirteen First Class Certificates were obtained in the Board of Education Examinations, and one King's Prize was won for Water-Colour Painting by E. Crapper. Four students completed the Art Teacher's Certificate.

CROYDON, WHITGIFT SCHOOL.—Speech Day was on October 15, when the prizes were given away by the Master of Trinity. The Head Master reported that the distinctions for the year included five open scholarships (among them a major scholarship and an exhibition at Trinity College, Cambridge), two First in Classical Moderations at Oxford and two in Classics at London, and numerous successes in the Public Services, including places in the Home Civil,

India Civil, India Forest, and India Police Services, and three at Woolwich and Sandhurst. The school was third in the competition for the Ashburton Shield at Bisley, and had the distinction of being placed in all the events open to schoolboys. Dr. Butler afterwards addressed the school in an eloquent speech, taking as his text three well known sayings of the founder, who was Master of Trinity 345 years ago.

HAILEYBURY COLLEGE.—The following scholarships have been awarded:—Classical Side, Senior—J. S. Wright, R. H. W. Upton; Junior—C. J. Radcliffe (A. G. Radcliffe, Esq., Fonthill, East Grinstead), L. B. Winter (L. T. Thring, Esq., The Wick, Brighton), G. W. P. Fennell (Messrs. Slater and Pidcock, Bramcote, Scarborough), B. C. L. Barton (Rev. W. R. Phillips, South Lodge, Lowestoft), G. H. Critchley (Rev. H. C. L. Tindall, One Court, Rye), F. E. Vining (St. Neot's, Eversley, Winchfield), G. J. V. Crosby (G. E. Rudd, Esq., Stoneycote School, Leicester). Modern Side, Senior—H. C. L. Heywood, J. F. Woolcombe, G. L. Troughton; Junior—G. M. Knocker (J. Cruickshank, Esq., Lee-on-the-Solent, Hants), N. H. K. A. Coghill (Rev. E. Earle, Bilton Grange, Rugby), F. F. Sapte (J. Cruickshank, Lee-on-the-Solent, Hants). We have sustained a severe loss in the death of Mr. R. W. Evers, who was drowned while bathing off the Cornish coast, on September 4. He joined the staff in January 1911, as Upper Fifth Form Master, and he had already made his mark in the school by his scholarship, his power of teaching, his skill in games, and especially by an unaffected kindness of nature, which will live long in the recollection of his many friends. Mr. S. R. K. Gurner, of Merchant Taylors and St. John's, Oxford, has been in charge of the Upper Fifth Form this term; Mr. C. H. Fair, of Marlborough, and Pembroke, Cambridge, has been taking the work of Mr. C. A. Ronald, who is abroad for the term.

NEWPORT INTERMEDIATE SCHOOL FOR BOYS.—November 21 was Speech Day. Sir Garrod Thomas presided, and the prizes were distributed by Lady Thomas. The Head Master (Mr. F. E. Battersby, M.A.) reported that the school had gained two Honours, two Higher, fifteen Senior, and twenty-seven Junior Certificates in the Central Welsh Board examinations. Nine pupils had passed the London Matriculation Examination in the year, and one pupil (F. W. Pinkard) had won the Sir Alfred Thomas Scholarship at the Cardiff University College. The successes of Old Boys included a First Class in the Final Honour School of Natural Science at Oxford. The chief speaker was the Bishop of Birmingham, who congratulated the school on its all-round successes, and the *esprit de corps* which it shared with English public schools, without their narrow curriculum.

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UNBRIDGE COUNTY SCHOOL.—The chief successes of 1912 include an open Science scholarship of £120 at the East London College, gained by Ruth King, who also passed the Intermediate B.Sc. Examination in July. H. F. L. Cocks and Gladys Gregory passed the Intermediate B.A. All the candidates in the Senior School Examination (London Matriculation) obtained distinctions in Chemistry, and several gained distinctions in French. Elsie Thurmort obtained a Civil Service Clerkship and F. A. Hewens won a scholarship worth fifty-four guineas at the Regent Street Polytechnic. The co-educational principle is applied throughout with pupils and staff. The Hon. C. T. Mills, M.P., on Speech Day this year, emphasized the Head Master's appeal to parents to keep their children at school beyond the age of fifteen or sixteen. The numbers this term are 192 in a school built for 150.

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